
BOARD OF EDUCATION
NEW-YORK

COMPLIMENTS OF

Board of Education

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New York (city). Education Board of

THIRTY-THIRD ANNUAL REPORT

OF THE

Board of Education

OF THE

CITY AND COUNTY OF NEW YORK,

FOR THE

OFFICIAL YEAR ENDING DECEMBER 31, 1874.

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NEW YORK:
HALL OF THE BOARD OF EDUCATION,
CORNER OF GRAND AND ELM STREETS.
1875.

COMMITTEE ON ANNUAL REPORT.

ALBERT KLAMROTH, *Chairman.*

RUFUS G. BEARDSLEE,
EDWARD O. JENKINS,
HENRY P. WEST,
WILLIAM HERRING.

PRESS OF CUSHING & BARDUA,
103 Walker Street, and 139, 141, 143 Centre Street, New York.

Board of Education,
New York, Jan. 29, 1875.

Hon. Wm. H. Wickham,

Mayor of the City of New York:

Sir—I have the honor to send herewith a copy of the Report of the Board of Education for the year ending December 31st, 1874, in which will be found full statements of the operations of this Board for the period named.

Very respectfully yours,

William H. Neilson,

President of the Board of Education.

Lawrence D. Kiernan, *Clerk.*

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REPORT.

To the Honorable the State Superintendent of Public Instruction and the Common Council of the City of New York:

The tenth subdivision of Sec. 3. of an "Act relative to Common Schools in the City of New York," passed March 31, 1854, requires the Board of Education "to make and transmit, between the fifteenth day of January and the first day of February in each year, to the State Superintendent of Public Instruction and to the Common Council of the City of New York, a report in writing, bearing date on the thirty-first day of December next preceding, stating the whole number of schools within their jurisdiction, specially designating the schools for colored children; the schools or societies from which reports shall have been made to the Board of Education within the time limited for that purpose; the length of time such shall have been kept open; the amount of public money apportioned or appropriated to said school or society; the number taught in each school; the whole amount of money drawn from the City Chamberlain for the purposes of education during the year ending at the date of their report, distinguishing the amount received from the general fund of the State, from all other and what sources; the manner in which such moneys shall have been expended, and such other information as the State Superintendent of Public Instruction

may from time to time require in relation to common school education in the City and County of New York; and the report which the Board of Education is hereby required to make shall be held and taken to be a full compliance with every law requiring a report from said Board, or any officer of the City and County of New York, except the City Superintendent, relative to schools in the said city, or any matters connected therewith"

In compliance with the foregoing provisions of law, the Board of Education respectfully submits its

THIRTY-THIRD ANNUAL REPORT,

Showing the operations of the Board for the year ending December 31, 1874:

I.—WHOLE NUMBER OF SCHOOLS.

The whole number of schools within the jurisdiction of the Board of Education (the schools for colored children being specially designated) was two hundred and eighty-seven, classified as follows:

Normal College, Female	1
Normal School for Teachers	1
Model Training School, in connection with Normal College	1
Grammar Schools, Boys	57
Grammar Schools, Girls	45
Grammar Schools, Mixed	11
Primary Schools	47
Primary Departments	64

Evening Schools, Males	19
Evening Schools, Females	14
Evening High School, Males	1
Normal School for Colored Teachers	1
Colored Grammar Schools, Boys	2
Colored Grammar Schools, Girls	1
Colored Grammar Schools, Mixed	2
Colored Primary Departments	3
Colored Primary Schools	1
Colored Evening Schools, Mixed	3
Total Number of Schools and Departments under the management of the Board of Education	274
Corporate Schools participating in the School Fund	13
Total	287

In the above statement the schools designated "mixed" contain both boys and girls, or pursue both Grammar and Primary Grades of study.

II.—SCHOOLS FROM WHICH REPORTS HAVE BEEN MADE.

All the Schools above named have, in accordance with the accustomed rule, presented reports to the Board of Education within the time limited.

The following Corporate and Asylum Schools have also reported:

1. The New York Orphan Asylum School.—Act passed, 3d July, 1851; Sec. 22, page 36, of Manual Board of Education.

2. The Roman Catholic Orphan Asylum School.—Act passed, 3d July, 1851; Sec. 22, page 36, of Manual Board of Education.

3. The Schools of the Two Half-Orphan Asylums.—Act passed, 3d July, 1851; Sec. 22, page 37, of Manual Board of Education.

4. The Schools of the Society for the Reformation of Juvenile Delinquents.—Amended Act of 3d July, 1851; Sec. 22, page 37, of Manual Board of Education.

5. The Schools of the Leake and Watts Orphan House.—Act passed, 3d July, 1851; Sec. 22, page 37, of Manual Board of Education.

6. The School of the Association for the Benefit of Colored Orphans.—Amended Act of 3d July, 1851; Sec. 22, page 37, of Manual Board of Education.

7. The Schools of the American Female Guardian Society.—Act passed, 3d July, 1851; Sec. 22, page 37, of Manual Board of Education.

8. The School established and maintained by the New York Juvenile Asylum.—Act passed. 30th June, 1851; as amended by Chap. 387, Laws of 1854; Sec. 30, page 57, of Manual Board of Education.

9. The House of Reception for Juvenile Delinquents.—Act passed, 30th June, 1851, as amended by Chap. 387, Laws of 1854, Sec. 30, page 37, of Manual Board of Education.

10. The School established and maintained by the Ladies' Home Missionary Society of the Methodist Episcopal Church.—Chap. 405, Laws of 1855, page 56, of Manual Board of Education.

11. The School established and maintained by the Five Points House of Industry.—Chap. 405, Laws of 1855; page 56, of Manual Board of Education.
12. The Industrial Schools, established and maintained under the charge of the Children's Aid Society.—Chap. 258, Laws of 1862; page 56 of Manual Board of Education.
13. The School established and maintained by the New York Society for the Relief of the Ruptured and Crippled.—Chap. 835, Sec. 3, of Laws of 1872.

A detailed statement of the average attendance and whole number of the scholars taught in the several schools and societies from which reports have been received, and the apportionment of school moneys for their support, as prescribed by law, are presented in tables accompanying this Report.

III.—The whole amount of money drawn from the Comptroller for the purposes of public education under the control of this Board, the several amounts and sources being distinguished as required by law, was, by the Voucher sent to the Comptroller, $3,475,313 20

Which was obtained from the following sources:

Balance with the Comptroller, from 1873, amount exceeding the aggregate of the Vouchers sent him for payment (see Report of 1873)	$129,496 39	
Amount received by and credited the Comptroller through the Public School Building Fund in 1873	900 00	
Balance on hand from 1873		$130,396 39
Amount to credit of the Board under appropriations made by the Board of Estimate and Apportionment		3,769,086 00

Amount of proceeds from the sale of the "Public School Building Fund Stock," as provided by the Act of the 25th April, 1871.	45,441 42
Amount paid "Nautical School Fund"	3,329 17
	$3.948,252 98

The objects for which this money was expended is set forth in the following statement:

PAYMENTS.

Salaries of Teachers in Ward Schools, 22 Wards	$2,098,119 48	
8th District, 23d and 24th Wards	105,766 88	$2,203,886 36
Salaries of Janitors in Ward Schools, including cleaning of Buildings, 22 Wards	106,411 99	
8th District, 23d and 24th Wards	11,209 00	117,620 99
Salaries of Teachers and Janitors in Evening Schools, 22 Wards	105,637 87	
8th District, 23d and 24th Wards	2,455 00	108,092 87
Salaries of Teachers and Janitors in Normal College and Schools		76,017 91
Salaries of Teachers and Janitors in Colored Day and Evening Schools		45,420 94
Salaries of employees of Board of Education		77,146 61
Books, maps, stationery, slates and other supplies for Day, Evening and Normal Schools	162,429 51	
8th District, 23d and 24th Wards	10,870 61	173,300 12
Rents of School Premises, 22 Wards	40,483 09	
8th District, 23d and 24th Wards	689 96	41,173 05
Fuel for all the schools, 22 Wards	86,331 35	
8th District, 23d and 24th Wards	5,124 58	91,455 93
Gas for all the Schools		18,087 56
Apparatus, stationery, printing, current repairs and other incidentals for Normal, Evening and Colored Schools		7,282 51
Incidental expenses of the Board of Education, printing, advertising, postage, repairs to Hall, etc		24,792 08

Repairs through shop, to buildings, furniture, etc....	8,642 12	
Less work done on special appropriations to Wards, Depository, wages and materials.	6,739 52	1,902 60
Pianos and repairs of.....		7,550 00
Incidental expenses, expenditures by the Ward Trustees	47,383 90	
8th District, 23d and 24 Wards	2,132 43	49,516 33
Payments on special appropriations, repairs, furniture and heating apparatus, 22 Wards.....	273,645 53	
8th District, 23d and 24th Wards	9,442 37	283,087 90
Erecting and furnishing Ward School Buildings, paid from proceeds of bonds issued by the Comptroller		45,441 42
Payments from Nautical School Fund for organization of Nautical School.....		3,329 17
Corporate Schools, annual apportionment.....		100,208 85
Total.....		3,475,313 20
Balance available for liabilities and contingencies, for 1873 and 1874, with the Comptroller.....		$472,939 78
		$3,948,252 98

Statement showing the number of Scholars taught in the Schools under the jurisdiction of the Board of Education, and the average attendance for the last three years.

WHOLE NUMBER TAUGHT.

SCHOOLS.	1872.	1873.	1874.
Grammar Schools and Primary Departments	149,816	151,878	157,187
Primary Schools	37,382	39,322	43,916
Colored Schools	1,792	2,134	2,040
Evening Schools	20,969	19,550	22,340
Normal College, Model School and Saturday Normal School	2,287	2,363	3,201
Colored Normal School	18	14	13
Total Ward Schools	212,264	215,261	228,697
Corporate Schools	21,734	21,192	22,848
Total	233,998	236,453	251,545

AVERAGE ATTENDANCE.

SCHOOLS.	1872.	1873.	1874.
Grammar Schools and Primary Departments	72,063	72,634	77,106
Primary Schools	16,344	16,583	18,791
Colored Schools	789	813	870
Evening Schools	9,347	9,160	10,162
Normal College, Model School and Saturday Normal School	1,415	1,416	1,612
Colored Normal School	18	9	8
Total Ward Schools	99,976	100,615	108,549
Corporate Schools	7,958	8,780	8,690
Total	107,934	109,395	117,239

NUMBER AND COST OF TEACHERS EMPLOYED IN THE PUBLIC SCHOOLS.

The schools are conducted by the following teachers :

48 Male Principals in Grammar Schools.
152 Male Vice-Principals and Assistants in Grammar Schools.
348 Female Assistants in Male Grammar Schools.
45 Female Principals in Female Grammar Schools.
467 Female Vice-Principals and Assistants in Female Grammar Schools.
96 Female Principals in Primary Schools and Departments.
1142 Female Vice-Principals and Assistants in Primary Schools and Departments.
5 Male Principals and Male Assistants in Colored Schools.
4 Female Assistants in Male Colored Schools.
6 Female Principals in Female Colored Schools.
25 Female Assistants in Female Colored Schools.
16 Male Principals in Male Evening Ward Schools.
151 Male Assistants in Male Evening Ward Schools.
64 Female Assistants in Male Evening Ward Schools.
12 Female Principals in Evening Ward Schools.
114 Female Assistants in Female Evening Ward Schools.
8 Female Principals and Assistants in Colored Evening Schools.
179 Teachers of Special Subjects, Music, Drawing, French and German Languages.
11 Male Teachers, consisting of one President, and ten Professors, in the Normal College and Saturday Normal School.
26 Female Teachers, consisting of Lady Superintendent and

Female Assistant Teachers, in the Normal College and Saturday Normal School.

11 Teachers, consisting of one Female Principal and ten Assistants, in the Model School.

25 Teachers, consisting of one Male Principal and twenty-four Male Assistants, in the Evening High School.

EIGHTH DISTRICT, TWENTY-THIRD AND TWENTY-FOURTH WARDS.

6 Male Principals in Grammar Schools.

2 Male Assistants in Grammar Schools.

45 Female Assistants in Grammar Schools.

12 Female Principals in Primary Schools and Departments.

62 Female Vice-Principals and Assistants in Primary Schools and Departments.

3 Male Principals in Male Evening Ward Schools.

7 Male Assistants in Male Evening Ward Schools.

5 Female Assistants in Male Evening Ward Schools.

1 Female Principal in Female Evening Ward Schools.

2 Female Assistants in Female Evening Ward Schools.

18 Teachers of Special Subjects, Music, Drawing, and French.

And the cost of these several classes of Teachers, by Annual Salaries, is as follows:

For Male Departments of Grammar Schools...		
" Female " " " ...	$2,048,352	01
" Primary " and Primary " ...		
" Special Teachers.....	49,767	47
" Colored Schools, Male and Female Principals and Assistants.....	40,730	44
" Colored Schools, Special Teachers.....	1,443	00

For Male and Female Departments of Evening Ward Schools and Evening High School..	$105,637 87
" Colored Evening Schools.....	2,947 50
" President and Professors of the Female Normal College and Saturday Normal School, and Principals and Assistants of the Model School.....	76,017 91
" Principal and Assistant in Colored Normal School	300 00

EIGHTH DISTRICT, TWENTY-THIRD AND TWENTY-FOURTH WARDS.

For Male Departments of Grammar Schools... " Female " " " " ... " Primary " and Primary " ...	102,934 43
" Special Teachers.....	2,832 45
" Male Departments of Evening Ward Schools	2,455 00

The following table will be found interesting, as showing the amount of money which this city annually contributes for the support of public schools in other counties of the State:

STATE SCHOOL TAX.*

The following table shows the total amount of State School Tax levied for each State fiscal year during the past twenty-one years, including 1874*; the amount of State School Tax paid by the City and County of New York; the amount of State School Tax apportioned to the City and County of New York; the amount of the "State School Fund" paid to the City and County of New York; and the total amount received from the State for the Common Schools of the City and County of New York.*

YEAR, commencing October 1—State Fiscal Year.	Aggregate State Tax for Schools of the State.	Amount of State School Tax paid by the City of New York.	Amount of State School Tax apportioned to the County of New York.	Amount received by the County of New York from the "State School Fund."	Total amount received from the State for the Common Schools in the County of New York.
1854	$800,000 00	$257,616 11	$95,648 06	$37,063 62	$132,711 68
1855	800,000 00	271,639 40	95 648 06	50.874 35	146,522 41
1856	1,072.362 83	383,805 37	152 345 06	60.544 49	212.889 55
1857	1,073,768 97	390.408 96	160,069 75	54,608 90	214.678 65
1858	1,052,853 75	398,416 98	153,582 95	53.750 00	207,332 95
1859	1,053,873 04	399.677 61	154.331 27	53,659 08	207,990 35
1860	1,064,473 15	412,559 00	159,109 91	53,659 08	212,768 99
1861	1,081,325 57	428,309 10	184.375 13	60,765 21	245,140 34
1862	1,080 802 72	412 218 23	195,651 15	54.965 84	250.616 99
1863	1,090 841 11	401,132 71	197,138 06	55 127 48	252,265 54
1864	1,125.749 90	432,000 12	205.304 13	55.592 09	260,896 22
1865	1,163,159 76	466,946 28	190,425 58	51.854 76	242.280 34
1866	1 148,422 22	455,088 27	194.186 65	53,254 93	247,441 58
1867	2,080,134 65	891,735 08	348 707 75	46.107 05	394,814 80
1868	2.207,611 42	997,758 14	374,637 64	47.579 28	422.216 92
1869	2,325.150 96	1,089,889 16	377,879 76	50,167 86	428.047 62
1870	2.458 751 48	1,160.354 33	393,312 54	49 935 02	443.247 56
1871	2,565 672 37	1,269,156 70	453,130 00	54.472 87	507,602 87
1872	2,610,784 31	1,301.567 04	457,364 94	54,196 98	511,561 92
1873	2,662 032 98	1,380.122 61	487,505 77	55,900 37	543.406 14
†1874	2,711,631 84	1,381,445 86	‡	‡	554,191 99
Totals	33,229.406 03	14,581.847 06			6,638,625 41

* This table has been compiled from the records in the Comptroller's office.
†Includes Westchester Towns annexed to the City January 1, 1874.
‡ Not received at date of publication.

FINANCIAL.

The financial resources of the Board for the year, and the purposes to which they have been applied, are fully shown in the general statement presented at the commencement of this report, and in the detailed statement of the Finance Committee shown in Schedule No. 9 annexed. By this statement it will appear that about one hundred and eighty-five thousand dollars ($185,000) of the sum apportioned for the use of the Board on the *revised* estimate has not been required. That sum, with the addition thereto of the one hundred and fifty thousand dollars ($150,000) which has been relinquished from the *original* estimate for the year, may be considered as the measure of the economy of the Board in its disposition of the moneys intrusted to its care; these amounts reducing the original apportionment made for public instruction three hundred and thirty-five thousand dollars ($335,000). This reduction was effected by reconsidering some of the propositions made by the Ward Trustees, for erecting buildings, which propositions were entertained by the Board at the time of submitting its estimates to the Board of Estimate and Apportionment, and by substituting leased premises, wherever practicable; by altering old buildings, rather than re-constructing them; by a systematic attention to the renovation of furniture and heating apparatus rather than by substituting new; by exercising economy in the use of supplies, and by refraining from expenditure in any direction whenever it appeared that it could be dispensed with. The Board has purchased during the year one lot, 25 by 100 feet, in West Fifty-fourth street, in the Twenty-second Ward, adjoining three lots, 75 by 100 feet, purchased in 1869; three lots, 75 by 100 feet, in East Seventy-fifth street, in the Nine-

teenth Ward, and two lots, 50 by 196 feet, in One Hundred and Fifty-seventh street, in the Twenty-third Ward, with the purpose, at a suitable time, of erecting buildings thereon.

The building for the use of the Model or Training School has been completed and furnished; a Grammar School building in One Hundred and Twenty-eighth street, in the Twelfth Ward, and another in West Fifty-fourth street, in the Twenty-second Ward, and a Primary School building in First street, in the Seventeenth Ward, have been commenced, and the full cost of the three latter structures appropriated from the funds of this year. Buildings have been leased for additional Primary School accommodation in the Third Ward, Primary School, No. 37; in the Twelfth Ward, Primary Schools Nos. 38 and 42; in the Seventeenth Ward, Primary Schools Nos. 6 and 23; in the Nineteenth Ward, Primary Schools Nos. 33 and 35; and for Primary Department of Grammar School No. 27; in the Twenty-third Ward, for Primary Department of Grammar School No. 62; in the Twenty-fourth Ward, for Primary School No. 48. These premises have been fitted up and furnished, and are all filled with pupils and in successful operation.

The total expenditure, $3,475,313, for the Twenty-four Wards and Corporate Schools, is $3,698 less than the aggregate amount expended in 1873 for the then Twenty-two Wards. The usual tables showing the details of the several classes of payments are appended, together with tables of the real estate and its estimated value in possession of the Board, and of the sums raised for school purposes, for the State and County, and those received by the County in return from the State, which latter

may be found interesting in connection with the subject of State taxation.

SCHOOL BUILDINGS AND SITES.

Since the date of the last report, the building for the Model School connected with the Normal College has been completed, the furniture and heating apparatus put in, and the building occupied for school purposes since September last.

In addition to this, contracts have been awarded and appropriations made for two buildings for new Grammar Schools, and one building for Primary School No. 9; while extensive alterations and improvements have been made to the buildings occupied by Grammar Schools Nos. 2, 45, 46 and 51, and are now being made to No. 66.

The changes and improvements above referred to, are more fully detailed and explained in the Report of the Superintendent of School Buildings, appended to this Report.

During the Summer vacation (from July 3d to the first Monday of September) the School Buildings were, as usual, all more or less repaired, as the condition of each seemed to require.

By the Act of Annexation, which took effect January 1st, 1874, by which a portion of Westchester County was included in the corporate limits of New York City, the number of Grammar Schools was increased from fifty-nine to sixty-seven, and of Primary Schools from forty-two to forty-eight.

The following extract in regard to the school buildings in this annexed territory (now known as the Twenty-third and Twenty-fourth Wards) is taken from a Report made to the Board of Education, on the 3d of June last, and shows what the condition of the buildings and their surroundings was at the time of annexation:

"Some of these additional buildings are greatly in need of improvements; although they are in a tolerable condition as to repairs, they do not come near the standard of what is considered proper, so as to be called New York City Public Schools.

"The yards are not provided with either paved or floored walks, or sheds, and the buildings have no play-rooms for the pupils, consequently, the scholars must either remain in their class-rooms or be exposed to the sun and rain, the mud and winds, as the case may be, whenever, for any purpose, they venture out of doors."

Many of the wants in regard to walks and sheds, as here referred to, were attended to during the summer vacation, so that now the pupils have plank walks and covered passage-ways from the school buildings to the play-room sheds, closets, etc.

The cost of new buildings and repairs is fully set forth in the report of the Finance Committee.

It may be safely asserted that the condition of the school buildings is at present very satisfactory, and well calculated to insure the comfort and safety of the teachers and pupils.

TEACHERS AND THEIR QUALIFICATIONS.

The large number of teachers employed by the Board, amounting to three thousand two hundred and fifteen, presents a striking illustration of the magnitude of our school interests; and when the fact is considered, that of these more than three thousand are females, the importance of thorough female education must be obvious to all.

The skill and fidelity so generally exhibited by the teachers of our schools have contributed greatly to the efficiency of the system. These teachers, with but few exceptions, are the offspring of the system itself, having been educated in the schools and trained by means of the agencies established from time to time by the Board. Indeed, this self-sustaining capability of the system constitutes one of its most creditable features.

The Board fully appreciates the nature and value of the services rendered to the community by the great body of teachers, and feels deeply the importance of doing all that can possibly be accomplished to enhance the value of their services, by raising the prescribed standard of qualification for this honorable employment.

The qualifications which a thoroughly efficient teacher should possess are not confined to intellectual attainments. They are moral and physical as well. The strain upon a teacher's bodily vigor is excessive, and no one of impaired constitution and health can withstand the exhaustion of vital energy consequent upon the confinement in the class-rooms, or continue, day after

day, to perform the work of instruction and discipline so trying to the nervous system. How many teachers are brought to a premature grave who have undertaken these responsibilities without due regard to this essential qualification of physical health and strength?

There is good reason to believe that many of our young teachers fail to appreciate the importance of these considerations. Their frequent absence from school duty indicates this fact, and often clearly demonstrates that they should abandon a vocation for which they are physically unfitted. On the other hand, those who have been longest in the service often show the most robust health, and quite generally are most regular in their attendance. While the Board has been desirous to pursue a liberal and considerate policy toward teachers absent from duty, and has uniformly excused those whose long and faithful service and usually constant attention to duty seemed to claim such consideration, it cannot encourage the continuous employment of those who, by frequent absences, prove themselves incapable of performing the essential duties of instructors.

Proper moral qualifications are also very essential to render a teacher in our schools entirely efficient. By this is meant not simply a good moral character, which, of course, is indispensable; but the power to make such an impression upon the moral nature of the pupil as is required to form his character, and to implant virtuous principles and habits.

It is the opinion of some that the training of our common schools is not sufficiently effective in this respect. Certainly an

improvement in this direction, if it be practicable, must transcend all others in importance; and it is obvious that it can only be effected by raising the moral standard of qualification of our teachers. Every one has remarked how great a difference exists in the power of impression possessed by different teachers, while some, although possessing brilliant intellectual accomplishments, seem incapable of attracting the sympathies of their pupils, and with difficulty excite their attention sufficiently to impress their intellectual faculties; others, with far inferior attainments in scholarship, draw, as with cords of silk, their pupils to them and, by means of a kind of *unconscious tuition*, impress their own moral nature upon them, leading them along the path of virtue as well as science, willing subjects to their sway. In the one case there is constant resistance, *will* opposing *will* with an antagonism almost impossible to subdue; in the other there is submission from the first, and the will of the taught becomes at once blended in that of the teacher. This inexplicable difference constitutes the real basis of discrimination between those whose moral qualifications fit them to be successful teachers of youth, and those who, however competent in other respects, can never succeed in accomplishing the vitally important work of improving and establishing the moral character of the young.

There is reason to believe that the intellectual qualifications of our teachers are amply sufficient for the work which they are required to perform. The regulations of the Board designed, through the City Superintendent's Department, to close the door against all who, in this respect at least, are incompetent, are, without doubt, adequate for the purpose; and the standard, though a high one, is carefully and uniformly enforced. The arrangements made to provide thorough intellectual in-

struction and culture, through the Normal College, will, it is hoped, be found sufficiently effective to insure, from year to year, the raising of the standard of qualifications, in all respects, of the teachers of our schools.

COURSE OF INSTRUCTION.

The Course of Instruction prescribed by the Board for the Grammar Schools has undergone a careful revision during the year. Complaint had been made that, in the higher grades, the course was too complex and exacting; and that the pupils' minds were perplexed by too great a number of branches prescribed for simultaneous study; also, that their health was sometimes impaired by spending an excessive amount of time in preparing lessons for recitation. An effort has been made to remedy this by a considerable reduction in the number of studies prescribed for the highest grade, and a modification, to some extent, of the requirement in some of the others. The phraseology employed to designate what is prescribed to be taught in the department of elementary science has been simplified, so as more definitely and appropriately to determine the exact nature of the requirement.

While the Board has endeavored to keep steadily in view the appropriate object of Common School instruction, in what is prescribed to be taught, and has, therefore, made prominent in the Course the branches which are indispensably requisite in every walk of life, it has not lost sight of the fact that *education*, in its proper and liberal sense, should be the aim of every system of instruction, whether public or private. A mind cultivated

and strengthened is better than any acquirement or number of acquirements, since it prepares its possessor to adapt himself to the wants and exigencies of any position which he may be called upon to fill, and to make, with promptitude and thoroughness, any acquisition which such position may demand. A less enlightened or enlarged view of the demand and scope of public education might dictate a narrowing of the prescribed basis of instruction, but such a view would not meet the wishes or approbation of our people; and for many years the Common Schools of our City have been so conducted as to meet the demands of all classes of our population.

MODERN LANGUAGES.

The teaching of German, as prescribed by the regulations of the Board in force at the close of the last year, has been continued in the schools in which it had been adopted at that time, and it has been introduced in some other schools. By the report of the City Superintendent, it appears that there are now, in the Male and Female Grammar Schools, 19,842 pupils who are pursuing this study, and that the aggregate attendance of the schools in which German is not taught at all is 9,717; while it is taught in the higher grades exclusively in schools of which the aggregate attendance of pupils is 5,362.

The By-Law under which this instruction has been introduced makes it entirely optional with the Trustees of the different Wards to introduce this branch of study or not; and the Board of Education has never, by any direct action of its own, required this study to be pursued, except when so introduced.

Although, under the By-Law referred to, any number of citizens feeling themselves aggrieved by the refusal of any Board of Trustees to introduce the study of German would have been entitled to appeal to the Board, no such appeal has ever been taken.

In schools the aggregate attendance of which is nearly seventeen thousand, German is a part of the regular course of study, but it is taught, generally, by teachers employed for that special purpose, who, however, are only temporarily additional teachers, but who may be appointed members of the regular corps of instructors when vacancies occur.

The By-Laws of the Board, however, seem to contemplate the permanent employment of special teachers to give instruction in this branch, under the same system and regulations as those which control the employment of teachers of music and drawing, and, accordingly, such teachers are employed in a few of the Wards.

The Committee on Course of Studies recommended, in a report recently made to the Board, the abrogation of the latter system, so that the instruction should, whenever introduced, be uniform and regular, and be given in all the grades. This report has not yet been adopted by the Board.

The study of French is pursued in a number of the Grammar Schools in the first and second grades.

MUSICAL INSTRUCTION.

This department of instruction remains in the same condition as during the preceding year. The work is performed almost en-

tirely by special instructors, who attend at appointed times during the week, and devote about one hour to the teaching of the rudiments of musical notation, and give also some brief training in the singing by rote of selected pieces.

The Board has for some time been dissatisfied with this system and its results, and many attempts have been made to substitute a more efficient plan. In the first part of the present year, the City Superintendent and two prominent musical instructors were authorized by the Board to inquire into the method of instruction pursued in the City of Boston, and its results; as the Public Schools of that city have attained considerable celebrity for their success in this department of instruction.

A careful examination was made and a report rendered, which appears to show that the system of requiring the instruction to be given by the regular teachers, under proper supervision and regulations, has been efficient in securing the best possible results from this instruction.

The whole subject was referred to the Committee on Course of Studies, etc., but as yet an acceptable plan of applying this principle has not been devised. It is to be hoped that, at an early day, some action will be taken which will secure to the schools the improvement so much needed with reference to this very desirable branch of instruction.

COLORED SCHOOLS.

The five Colored Day Schools have been in operation through the year, with an average attendance of eight hundred and

seventy pupils, the whole number taught being reported as 2,040; an increase in the average attendance during the present year, over that for the year 1873, of eighty-one pupils.

The average attendance in the three Evening Schools was four hundred and twenty-four. The general character of all these schools is not essentially varied from year to year; the progress of the pupils in scholastic attainments being necessarily slow, from the great difficulty experienced in providing for them cultivated teachers of their own color, their parents naturally preferring for them teachers of their own race; and the Board being inclined to accede to this preference as far as practicable.

The Colored Normal School was closed with the summer vacation, the attendance being too small to justify its longer continuance; the sessions of the Saturday Normal School, however, are open to colored teachers, and some attend with great benefit.

The cost of the Colored Schools for the year 1874 was:

For salaries of teachers and janitors in the day schools	$42,968 44
For salaries of teachers and janitors in the Evening schools	2,452 50
For supplies to the day schools	1,685 53
" " " evening schools	119 27
" incidentals, repairs, furniture, &c	2,220 06
" repairs to buildings	1,343 95
Total	$50,789 75

The number of regular teachers employed in the Grammar schools	22
The number of special teachers employed in the Grammar schools	10
The number of regular teachers employed in the Primaries	18
The number of regular teachers employed in the Evening schools	7
Total	57

EVENING SCHOOLS.

The Evening Schools under the jurisdiction of the Board of Education have continued in successful operation during the year, and are an important branch of public instruction in this metropolis. From their early history they have taken deep root in the public mind, and are deservedly popular with all classes of our citizens.

The advantages arising from those schools are very great from the fact that they afford many persons an opportunity of obtaining an education sufficient to enable them to transact business in the ordinary walks of life, that could not have been secured without them. In this particular the benefits flowing from them are incalculable.

While the organization and details of the Evening Schools may not be perfect, perhaps no portion of the School Fund is more judiciously applied than the sum set apart by the Board of Education for Evening School Instruction. In fact, their im-

portance cannot be too highly valued, nor their usefulness be curtailed without serious detriment to the community.

Pupils of both sexes are now admitted from ten years of age and upwards. This regulation will afford many children an opportunity of obtaining a portion of the required education under the Compulsory Education act, which takes effect January 1st, 1875.

As a whole, the Evening Schools have improved in attendance, discipline, and general efficiency during the year, as appears by the examining officer's report, and give promise of future progress.

EVENING HIGH SCHOOL.

The Evening High School held in Grammar School building No. 35, 15th Ward, which is composed principally of adults, has proved satisfactory to its many friends. The attendance of this school has steadily increased since its organization in 1866.

The studies pursued in said school are as follows:

Reading and *Declamation; English Grammar* and *Composition; Penmanship, Book-Keeping* and *Arithmetic; Algebra, Geometry* and *Trigonometry; Natural Philosophy, Chemistry* and *Astronomy; American History* and *Political Science*, including a knowledge of the Constitution of the United States and the State Constitution, together with the outlines of *Municipal* and *International Law; Drawing*, Architectural, Mechanical and Free-hand; *Practical Mechanics; Latin, English Literature* and

Rhetoric; Anatomy and *Physiology; Navigation; French, Spanish* or *German*—provided the number applying for instruction in the same, or in any one of them, should be at least twenty.

No class thus formed is continued in case the average attendance for the period of over one month shall be less than ten.

The salaries paid to the Principal and his assistants are liberal, yet by no means exorbitant, taking into consideration the attainments required, the standard of the school, and the labor performed.

It has been asserted by some that extraordinary latitude has been granted to this school, under the law authorizing the organization of Evening Schools. Be that as it may, an enlightened public sentiment has invariably sustained the school as organized and conducted. And it may be safely asserted that in return for the sum expended annually for the support of this school, commensurate results have been attained. The whole number of pupils registered during the session was 1,594, while the average attendance for the same period was 1,000.

Whether Evening Schools of the kind shall be organized in other parts of the city, is a question which will doubtless, sooner or later, receive the attention of the Board of Education. And it would seem but simple justice, if this school is to be continued (and there is no disposition to discontinue it), that other portions of the city should have the benefit of schools of a like character.

The following exhibit shows the number of departments of

study in the Evening High School, the average attendance of pupils in each department, and the number of instructors for each branch of study:

	Av. Att.	No. Ins.
English Literature, Latin and Rhetoric	38	1
" Grammar and Composition	98	1
Reading and Declamation	48	1
German	153	2
French	91	2
Spanish	40	1
Architectural and Mechanical Drawing	81	1
Free-Hand Drawing	112	1
Penmanship	200	1
Phonography	57	1
Algebra, Geometry and Trigonometry	37	1
Arithmetic	255	3
Bookkeeping	302	4
Natural Philosophy, Chemistry and Astronomy	41	1
Political Science and American History	47	1
Anatomy and Physiology	38	1

NORMAL COLLEGE—STUDIES.

Upon the recommendation of the joint Committees on "Normal Schools" and on "Course of Study," to whom the subject had been referred, the Board approved of a simplified course of study for the Normal College, with the view of securing a higher degree of proficiency in the principal branches of study prescribed for the Collegiate Course. The former method made provision for a number of studies not now deemed of sufficient importance to be maintained at the cost of much time and

mental work that might be better utilized for the main branches. Thus the new curriculum prescribes but five studies to be pursued at any time throughout all the grades. This new course went into operation last fall.

One of the changes in the Collegiate curriculum provided that the students shall be limited to the study of but *one* modern language. Instead of French *and* German, French *or* German is now permitted. This has already produced beneficial results, and was the plan when the College was established, five years ago; and it is a little singular that at that time seven-eighths preferred French, while at the recent choice, in September last, nine-tenths selected German.

In addition to the regular recitations in English, there are reviews of grammar, spelling, and other rudimentary subjects, which may be also classified as belonging to this department; and, besides, the study of Latin and one modern language is a very material help to the study of the mother tongue. The progress in the different languages has been very satisfactory. The students are well grounded in the Latin Grammar, and the upper grades have translated portions of Cæsar, Sallust, Livy, and the first book of the Æneid of Virgil. The study of German and French has been placed upon a proper footing with the other branches, and in a short time we hope to perceive the beneficial results which should follow from the recent reorganization.

ADMISSIONS.

It may be observed that the schools of the Nineteenth Ward, in which the College is located, presented for admission the

greatest number of pupils; while from Grammar School No. 47, in the Fifteenth Ward, fifty-two candidates were admitted, being the greatest number from any school in the city. The First School District, comprising the First, Second, Third, Fourth, Fifth, Sixth and Eighth Wards, presented the same number of candidates; while all the other districts, except the Sixth, made considerable gains upon the admissions of last year. The greatest gain was in the Second District, comprising the Seventh, Tenth, Thirteenth and Fourteenth Wards. The Seventh District, which includes the Twelfth, Nineteenth, and Twenty-second Wards, had one hundred and sixty-three students admitted, being a gain of forty-one upon the admissions of 1873, and fifty-two more than were admitted from any other district in the city. It may also be observed that the admissions of 1874, notwithstanding the change in the by-laws raising the age at which candidates are admissible, exceeded those of 1873 by the large number of one hundred and twenty-six.

The students were admitted on an average of seventy per cent. in the studies of reading, spelling, writing, arithmetic, grammar, history, algebra (through simple equations of one unknown quantity,) and one book of geometry.

THE GRADUATES OF 1874.

The number of students to whom diplomas were awarded last July, was one hundred and eighty-three. A few of the graduating class, who were sick at some part of the examination, and others, were allowed reconsideration in accordance with rule. These were examined in September last, and four of them received diplomas, making the whole number of graduates for

the year one hundred and eighty-seven. The graduating classes were examined in thirteen different studies, and the students receiving an average of seventy-five per cent. were entitled to diplomas.

STATISTICS OF ATTENDANCE, ETC.

Whole number of students on register, Dec. 31, 1874.....	1,146
Average attendance for the year ending " " "	927
" " " " " " " " 1873....	816
Increase of attendance during the year.....	111
Number of students who graduated July 2d, 1874.....	187
" " " " " June, 1873.....	83
Increase in number of graduates during the year.....	104
Whole number of students on register January 1, 1874...	1,001
Number of students since admitted.....	700
" " " " discharged (including graduates)	552
" " colored students admitted June, 1874.....	8
" " " " " " 1873.....	9
Whole number of sessions held during the year.....	396
Number of students in post-graduate class.....	12
" " " " Fifth grade.....	189
" " " " Fourth grade.....	74
" " " " Third grade.....	235
" " " " Second grade.....	118
" " " " First Grade.....	518

One hundred and eleven of the candidates admitted in June last failed to appear afterwards at the College. Very probably, they simply passed the requisite examination for the mere honor of passing it, considering doubtless that admis-

sion to the College was a proper termination of their public school career.

SATURDAY SESSIONS OF THE NORMAL COLLEGE.

Whole number on register during the year	512
Average attendance for the year	333
Number of sessions	36

MODEL SCHOOL.

Number of pupils admitted Sept. 7, 1874	395
" since admitted	253
Whole number on Register, Dec. 31, 1874	648
Average attendance	517

From these figures it may be perceived that the Normal College, the Saturday Normal School for Teachers, and the Model School (which this Board has constituted a part of the College) are educating nineteen hundred and ninety-six persons.

CALISTHENICS.

The appointment, one year ago, of a teacher of Calisthenics has been attended by the most satisfactory results. The very great benefits from daily physical exercise cannot be too highly estimated. The very exercises themselves compel an abandonment of tight clothing, so pernicious to health. Even as a conservator of discipline, to say nothing of health, the Calisthenium has been found a most powerful agent. It has caused an improvement in the attendance, and imparted an ability for work that

did not exist before. And, in addition to all these advantages, the calisthenic exercises impart, in a very simple way, ease and grace of movement. Every student, unless excused for physical causes, is compelled to exercise for fifteen minutes daily.

The general progress of the College since the students entered their new building is most gratifying to the friends of the public school system.

COLLEGE OF THE CITY OF NEW YORK.

This institution, although separate and distinct in its organization and management from the schools under the jurisdiction of the Board of Education, is a part of the system of public instruction established in the City of New York, inasmuch as all students admitted thereto are required to have attended the Public Schools for at least one year. The members of the Board and the President of the College are, *ex-officio*, its Trustees.

It has now been in successful operation, as the Free Academy and College of the City of New York, for twenty-six years, and has produced results equal to the most sanguine expectations of its founders.

An Executive Committee of the Board of Trustees, consisting of nine members, has the care, government and management of the College, and charge of its building and property.

The reports rendered by the Trustees to the Regents of the University of the State of New York, show that the College grows in the estimation of the public, and its advantages are highly appreciated.

The Faculty speak with great pride of the success of those who have received their education within its walls, and point to some now holding high positions as evidencing the wisdom of its founders in establishing, in spite of great opposition, this free College as a part of the Public School System.

The Library is under the charge of one of the Professors as Librarian, assisted by a Deputy Librarian, who also discharges the duties of Registrar.

Increased accommodation for the books having been made, by the addition of another room and part of the adjoining hall, affording easy access to all the volumes, the Librarian has been engaged in the preparation of a suitable catalogue, which is nearly completed, and will be issued during the coming year.

The proceeds from the Grosvenor Fund are found to be amply sufficient to secure to the Library all the books required.

The number of students attending the College during the last collegiate year was 924, divided among the classes as follows:

Introductory Class	Collegiate Division	Ancient Course	169	
		Modern Course	111	
	Commercial Division	French	85	
		German	227	
			—	*592
Freshman Class	Ancient Course		89	
	Modern Course		65	
			—	154
Sophomore Class	Ancient Course		57	
	Modern Course		35	
			—	92

* Reported in September, 468.

Junior Class.....	Ancient Course.....	22	
	Modern Course.....	25	
		—	47
Senior Class.....	Ancient Course.....	24	
	Modern Course.....	15	39
		—	—
			924

The whole course is of five years, and each year has two terms.

An examination is made, in the form of a general review, lasting three weeks, at the end of the first term, and one for promotion, at the end of the second term.

The full courses are open to the students who may select between a course with ancient and one with modern languages, the former comprising Latin, Greek, and a modern language, at the option of the student; the latter French, German and Spanish, or Latin instead of either German or Spanish. For the remainder, the course is the same for all, and so divided that about one-half of the recitations are in Scientific and one-half in the Literary and Philosophical Departments.

With the exception of Languages, either ancient or modern, the choice of which has always been free, there is little left optional with the student.

The course prescribed is so diversified that ample means are afforded for intellectual development and the acquisition of varied knowledge.

While much is demanded of those who aim at distinction, every opportunity is given to students less favored by natural ability or adventitious circumstances. That each may receive

the utmost benefit, and to guard against gradually lowering the standard of scholarship, the instruction is so arranged that every successive year's study forms a short and separate course, complete in itself, in which the most indispensable subjects are placed first, thus providing the student, at whatever time he may leave, with such branches of knowledge as will be of immediate use in practical life, and serve the purpose of general culture.

In this respect the course of the College of the City of New York differs materially from that of other Colleges, and is considered one of its most marked and valuable features.

Students applying for admission are required to be fourteen years of age, must have attended the Grammar Schools for twelve months, and must pass a good examination in Reading, Spelling, Writing, English Grammar, Geography, Arithmetic, History of the United States, and Algebra to quadratic equations, and when admitted are taken on probation for eight weeks.

Petitions have recently been presented to the Executive Comtee asking for a more extended course of the classics. The question having been referred to the Faculty, an able report on the subject has been submitted to the Committee, and will soon be considered. If the recommendations of the report are adopted they will secure to those who desire it a thorough classical education. There will then be two separate courses of study, one classical and one scientific, and both so arranged as to have subjects of general culture in common.

The following is the Financial Statement of the Resources and Payments for account of the College of the City of New York, for the year ending December 31st, 1874:

RESOURCES.

Amount of Fund provided by the amended Act passed May 1, 1872, held by the Comptroller..		$150,000 00

PAYMENTS.

By vouchers sent the Comptroller for payment, viz:		
For salaries of the Faculty, Tutors, and Janitors of the College, and Secretary, &c.....	$128,054 00	
For books and supplies for the pupils..	4,071 70	
For scientific apparatus, chemicals, &c.	2,377 84	
For repairs and alterations of buildings and furniture, and new furniture.	7,758 13	
		142,261 67
For incidental expenses, viz:		
Printing Register, Merit roll, &c.....	2,001 82	
Public exhibition, printing, music, hall, &c.....	2,261 50	
Fuel and gas.....	546 82	
Insurance on library, apparatus, &c...	500 00	
Contingencies, labor preparing Merit rolls, &c., &c.....	2,453 13	7,763 27
		$150,024 94
Deduct overdraft.....		24 94
		$150,000 00

December 31st, 1874.

NEW YORK NAUTICAL SCHOOL.

The increasing number of marine disasters, the demoralization becoming so general on board of our merchant vessels, and the growing scarcity of American seamen, have all indicated the necessity of following the examples of other maritime countries, in providing technical education for those employed in the mercantile service.

In the great work to be done in the reconstruction of *American* mercantile marine, an interest more completely shattered by the rebellion than any other, it is alike the right and duty of New York, the great commercial metropolis, to take the lead.

One of the first steps being to supply an ample force of trained seamen, born on American soil, identified with the interests, and imbued with the principles of this country, it was obvious that there should be established at the points where pupils are most easily procured, and the service of sailors is in greatest requisition, Public Marine Schools.

Prominent members of the Chamber of Commerce and the Board of Marine Underwriters of the City of New York, as well as many citizens deeply concerned in the shipping interests of this port, have for a number of years sought for the establishment of such a school.

In response to their application, the Legislature of the State of New York, on the 24th April, 1873, passed an act authorizing and directing the Board of Education of the City of New York

"to provide and maintain a Nautical School for the education and training of pupils in the service and practice of Navigation," etc., as follows:

AN ACT TO AUTHORIZE THE BOARD OF EDUCATION FOR THE CITY AND COUNTY OF NEW YORK TO ESTABLISH A NAUTICAL SCHOOL.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. The Board of Education for the City and County of New York are authorized and directed to provide and maintain a nautical school in said city for the education and training of pupils in the science and practice of navigation; to furnish accommodations for said school, and make all needful rules and regulations therefor, and for the number and compensation of instructors and others employed therein; to prescribe the government and discipline thereof, and the terms and conditions upon which pupils shall be received and instructed therein, and discharged therefrom, and provide in all things for the good management of said nautical school. And the said Board shall have power to purchase the books, apparatus, stationery and other things necessary or expedient to enable said school to be properly and successfully conducted, and may cause the said school or the pupils, or part of the pupils thereof, to go on board vessels in the harbor of New York, and take cruises in or from the said harbor for the purpose of obtaining practical knowledge in navigation and of the duties of mariners. And the said Board are hereby authorized to apply to the United States government for the requisite use of vessels and supplies for the purposes above mentioned.

SEC. 2. The said Board of Education shall appoint annually at least three of their number, who shall, subject to the control, supervision, and approbation of the Board, constitute an executive committee, for the care, government and management of such nautical school, under rules and regulations so prescribed, and whose duty it shall be, among other things, to recommend the rules and regulations which they deem necessary and proper for such school.

SEC. 3. The Board of Supervisors of the County of New York, on the application of the said Board of Education, are hereby directed and empowered to cause to be raised by tax upon the estates, real and personal, in the City and County of New York, liable to taxation, for the year eighteen hundred and seventy-three, the sum of fifty thousand dollars, to be disbursed and expended by the said Board of Education, for the establishment and organization of the said nautical school. After the establishment and organization of the said

school, the expenses thereof and of carrying out the provisions of this act, shall be defrayed from the moneys raised by law for the support of common schools in the City and County of New York.

SEC. 4. The Chamber of Commerce of New York is authorized to provide for and appoint a committee of its members to serve as the council of the nautical school, whose duty it shall be, as far as may be, to advise and co-operate with the Board of Education in the establishment and management of such school, and from time to time to visit and examine the same, and to communicate in respect thereof with the Board of Education or such executive committee thereof, and to make reports to the Chamber of Commerce, which may transmit to the State Superintendent of Public Instruction such reports or any thereof, or an abstract of the same, with such recommendations as may be deemed advisable.

SEC. 5. This Act shall take effect immediately.

This charge of the Legislature to this Board was received and acted upon at a meeting held on April 30, 1873, and in fulfillment of one of the sections an Executive Committee of five members was appointed, "whose duty it should be, among other things, to recommend the Rules and Regulations which they may deem necessary and proper for such school."

Another section of the same act authorized "the Chamber of Commerce to appoint a committee of its members to serve as the Counsel of the Nautical School, and to advise and co-operate with the Board of Education in the establishment and management of such school," etc., etc.

As the result of researches into the history and experience of similar schools in this and other countries, it was decided that the only proper place for the Nautical School was on board ship.

The Board of Education was authorized by the Act of the Legislature to apply to the United States Government for the

use of a vessel for this purpose, but the Secretary of the Navy did not feel himself empowered to loan a ship without direct authority from Congress.

This authority was given by an Act of Congress, passed and approved June 20, 1874, providing, among other things, "that the Secretary of the Navy is empowered to furnish, upon the application of the Governor of the respective State, a suitable vessel of the Navy, etc., for the benefit of any Nautical School established at the ports of New York, Boston, Philadelphia, Baltimore, Norfolk and San Francisco.

The President of the United States was also authorized "to detail proper officers of the Navy as superintendents or instructors in such schools."

At the request of the Board of Education, John A. Dix, Governor of the State of New York, made application for a suitable vessel for the Port of New York, to be used for a Nautical School.

The Secretary of the Navy promptly assigned the sloop-of-war *St. Mary's* to the Board of Education of the City of New York for this purpose, and ordered her to be sent to the Boston Navy Yard to undergo the necessary repairs and alterations to fit her for the use of the School.

The *St. Mary's* left the Boston Yard on the 8th of December, 1874, in charge of Captain S. B. Luce, of the United States Navy, and was delivered to the Board on the 10th of the same month.

The President of the United States, at the request of the Board of Education, has detailed the following officers of the United States Navy to act as Superintendent of, and Instructors in, the Nautical School:

Commander Robert L. Phythian.....Superintendent.
Lieutenant-Commander Geo. H. Wadleigh...Executive Officer.
Lieutenant Geo. W. De Long.....Instructor.
" Wm. H. Jacques..... "
Passed Assistant-Surgeon D. C. Burleigh, Surgeon and Instructor.

The *St. Mary's* was moored at the pier, foot of East Twenty-third street, assigned to this Board for that purpose by the courtesy of the Department of Docks of this city, and will be prepared to receive pupils early in January, 1875.

For further particulars on this subject attention is called to the Report of the Superintendent of the Nautical School, which forms one of the Appendices to this Report.

COMPULSORY EDUCATION.

On the 11th of May, 1874, the Legislature of the State of New York enacted the following:

AN ACT TO SECURE TO CHILDREN THE BENEFITS OF ELEMENTARY EDUCATION.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

SECTION 1. All parents and those who have the care of children shall instruct them, or cause them to be instructed, in spelling, reading, writing, English Grammar, geography and arithmetic. And every parent, guardian or other

person having control and charge of any child between the ages of eight and fourteen years, shall cause such child to attend some public or private day school at least fourteen weeks in each year, eight weeks at least of which attendance shall be consecutive, or to be instructed regularly at home at least fourteen weeks in each year in spelling, reading, writing, English Grammar, geography and arithmetic, unless the physical or mental condition of the child is such as to render such attendance or instruction inexpedient or impracticable.

SEC. 2. No child under the age of fourteen years shall be employed by any person to labor in any business whatever during the school hours of any school day of the school term of the Public School in the school district or the city where such child is, unless such child shall have attended some public or private day school where instruction was given by a teacher qualified to instruct in spelling, reading, writing, geography, English Grammar and arithmetic, or shall have been regularly instructed at home in said branches by some person qualified to instruct in the same, at least fourteen weeks of the fifty-two weeks next preceding any and every year in which such child shall be employed, and shall, at the time of such employment, deliver to the employer a certificate in writing, signed by the teacher or a School Trustee of the district or of a school, certifying to such attendance or instruction ; and any person who shall employ any child contrary to the provisions of this section shall, for each offense, forfeit and pay a penalty of fifty dollars to the treasurer or chief fiscal officer of the city, or supervisor of the town, in which such offense shall occur, the said sum or penalty, when so paid, to be added to the Public School money of the School District in which the offense occurred.

SEC. 3. It shall be the duty of the Trustee or Trustees of every School District, or Public School, or Union School, in every town and city, in the months of September and of February of each year, to examine into the situation of the children employed in all manufacturing establishments in such school district; and in case any town or city is not divided into school districts, it shall, for the purposes of the examination provided for in this section, be divided by the school authorities thereof into districts; and the said Trustees notified of their respective districts on or before the first day of January of each year; and the said Trustee or Trustees shall ascertain whether all the provisions of this act are duly observed, and report all violations thereof to the treasurer or chief fiscal officer of said city, or supervisor of said town. On such examination the proprietor, superintendent or manager of said establishment shall, on demand, exhibit to said examining Trustee a correct list of all children between the ages of eight and fourteen years employed in said establishment, with the said certificates of attendance on school or of instruction.

SEC. 4. Every parent, guardian or other person having control and charge of any child between the ages of eight and fourteen years, who has been temporarily discharged from employment in any business, in order to be afforded an opportunity to receive instruction or schooling, shall send such child to some public or private school, or shall cause such child to be regularly instructed as aforesaid at home for the period for which such child may have been so discharged, to the extent of at least fourteen weeks in all in each year, unless the physical or mental condition of the child is such as to render such an attendance or instruction inexpedient or impracticable.

SEC. 5. The Trustee or Trustees of any School District or Public School, or the President of any Union School, or in case there is no such officer, then such officer as the Board of Education of said city or town may designate, is hereby authorized and empowered to see that sections one, two, three, four and five of this act are enforced, and to report in writing all violations thereof to the Treasurer or chief fiscal officer of his city, or to the supervisor of his town; any person who shall violate any provision of sections one, three and four of this act shall, on written notice of such violation from one of the school officers above named, forfeit, for the first offense, and pay to the Treasurer or chief fiscal officer of the city, or to the supervisor of the town in which he resides, or such offense has occurred, the sum of one dollar, and after such first offense shall, for each succeeding offense in the same year, forfeit and pay to the Treasurer of said city or supervisor of said town, the sum of five dollars for each and every week, not exceeding thirteen weeks in any one year, during which he, after written notice from said school officer, shall have failed to comply with any of said provisions; the said penalties, when paid, to be added to the Public School money of said School District in which the offense occurred.

SEC. 6. In every case arising under this Act where the parent, guardian or other person having the control of any child between the said ages of eight and fifteen* years is unable to provide such child for said fourteen weeks with the text-books required to be furnished to enable such child to attend school for said period, and shall so state in writing to the said Trustee, the said Trustee shall provide said text-books, for said fourteen weeks, at the Public School, for the use of such child, and the expense of the same shall be paid by the Treasurer of said city or the supervisor of said town, on the certificate of the said Trustee, specifying the items furnished for the use of such child.

SEC. 7. In case any person having the control of any child, between the ages of eight and fourteen years, is unable to induce said child to attend school for the said fourteen weeks in each year, and shall so state in writing to said Trustee,

* This word is in the original as passed (sec. 6.)

the said child shall, from and after the date and delivery to said Trustee of said statement in writing, be deemed and dealt with as an habitual truant, and said person shall be relieved of all penalties incurred for said year after said date, under sections one, four and five of this act as to such child.

SEC. 8. The Board of Education or Public Instruction, by whatever name it may be called, in each city, and the Trustees of the School Districts and Union School in each town, by an affirmative vote of a majority of said Trustees, at a meeting or meetings to be called for this purpose, on ten days' notice in writing to each Trustee, said notice to be given by the town clerk, are for each of their respective cities and towns hereby authorized and empowered and directed, on or before the first day of January, eighteen hundred and seventy-five, to make all needful provisions, arrangements, rules and regulations concerning habitual truants, and children between said ages of eight and fourteen years of age who may be found wandering about the streets or public places of such city or town, during the school hours of the school day of the term of the Public School of said city or town, having no lawful occupation or business, and growing up in ignorance; and said provisions, arrangements, rules and regulations shall be such as shall, in their judgment, be most conducive to the welfare of such children, and to the good order of such city or town; and shall provide suitable places for the discipline and instruction and confinement, when necessary, of such children, and may require the aid of the police of cities and constables of towns to enforce their said rules and regulations: *Provided, however*, that such provisions, arrangements, rules and regulations shall not go into effect, as laws for said several cities and towns, until they shall have been approved, in writing, by a Justice of the Supreme Court for the judicial district in which said city or town is situated; and when so approved he shall file the same with the clerk of the said city or town, who shall print the same, and furnish ten copies thereof to each Trustee of each School District or Public or Union School of said city or town. The said Trustees shall keep one copy thereof posted in a conspicuous place in or upon each school-house in his charge during the school terms each year. In like manner the same in each city or town may be amended or revised annually in the month of December.

SEC. 9. Justices of the Peace, Civil Justices and Police Justices shall have jurisdiction within their respective towns and cities of all offenses and of all actions for penalties or fines described in this act, or that may be described in said provisions, arrangements, rules and regulations authorized by section 8 of this act. All actions for fines and penalties under this act shall be brought in the name of the Treasurer or chief fiscal officer of the city or supervisor of the town, to whom the same is payable, but shall be brought by and under the direction of the said Trustee or Trustees, or said officer designated by the Board of Education.

SEC. 10. Two weeks attendance at a half-time or evening school shall, for all purposes of this act, be counted as one week at a day school.

SEC. 11. This act shall take effect on the first day of January, eighteen hundred and seventy-five.

Compulsory education is not a new idea. As early as the year 1825, the House of Refuge was established, one of whose duties is to teach the children in its custody. In the following year a similar institution was established by law in Boston; and since that time Massachusetts, Connecticut, and localities in the State of New York, have been endeavoring to reach and educate that numerous class of children who, from the indifference and carelessness of parents, guardians and employers, or by poverty, the necessity to labor, the influence of evil associations, or other causes, have omitted to attend school. This class is found to be so large that not only patriotism, philanthropy, and charity, but self-preservation of the rest of the community calls for the use of the best and most effective means for its education.

The experience of those States and cities which have longest tried, by statutory and other measures, to procure the attendance of their children at school, shows that kind, persuasive, but persevering and energetic means, and means other than force, followed in incorrigible cases by actual compulsion, most effectually secure the attendance of truant children at school.

After the passage of the act of May 11th, 1874, the Board of Education, aware of the almost insuperable difficulties of carrying the same into effect, but persuaded of its great importance to the thousands of truant children in the city, growing up in

ignorance, and to the community in which they are so growing up, undertook cheerfully to carry the law into effect, so far as the means at its disposal would permit.

It was obvious that to arrive at any adequate knowledge of the extent of the work which the law had imposed upon the Board, a complete census of the whole number of children who ought to attend school in the city must be taken, and that officers, other than the Trustees and Inspectors of schools in the various wards and districts, must be employed, who could devote their whole time to the business of bringing the non-attending children of the city into the schools.

With a view to carry out the law as far as possible, and to meet the wants of the great uneducated classes in the city contemplated by it, the Board passed, and caused to be approved by a Justice of the Supreme Court in the City of New York, and filed with the Clerk of the City, the following provisions, arrangements, rules and regulations, concerning habitual truancy in the City of New York:

Resolved, That the Board of Education of the City of New York do hereby, pursuant to the provisions of the Act of the Legislature of the State of New York passed May 11, 1874, entitled "An Act to secure to Children the benefits of Elementary Education," make the provisions, arrangements, rules and regulations concerning habitual truancy in the City of New York and children there, between the ages of eight and fourteen years, who may be found wandering about the streets and public places of said city, during school hours of the school days of the term of the public schools of said city, having no lawful occupation and growing up in ignorance, which are contained in the following eleven sections, viz.:

SECTION 1. A complete census of all children in each Ward of the City of New York, between the ages of eight and fourteen years, shall be made in duplicate as soon as the same can be done, and one thereof shall be kept by the School Trustees of each Ward, and the other shall be filed with the Clerk of the Board of Education.

SEC. 2. Each Ward shall be divided into as many Districts as there shall be School-Houses in the Ward, and each District shall be so located that the School-House therein shall be in the centre thereof, or as nearly so as practicable.

SEC. 3. From the census above directed to be made shall be made and kept in the School-House of each District, in each Ward, a record, showing the name, age and residence of each child in the District between the ages of eight and fourteen, and of each child attending school in that District, who resides elsewhere, with the name and residence of the parent or guardian of the child, with a statement whether the child attends school, and, if so, the place where such child attends school.

SEC. 4. It shall be the special duty of the Agent of Truancy or other officer or agent appointed by the Board of Education for each of the eight School Districts into which the City of New York was divided by statute before these rules and regulations were made, to procure the attendance of the children within their respective Districts and elsewhere in the city, between the ages of eight and fourteen years, at some Public School of the City of New York, and to carry out and enforce the said law of May 11, 1874, and to do so by means of argument and persuasion, and by means other than force, if the same can be done; that each of said Agents of Truancy shall devote his whole time to his said duties, and shall have such annual salary as shall from time to time be determined by the Board of Education.

SEC. 5. It shall be the duty of the Principal of each school to keep the said Register in said school, and correct the same from time to time, as children named there shall cease to attend said school, and as children not on such register shall attend said school, and otherwise as may be needed, and to use their influence to induce the children in the District around said school, between the ages of eight and fourteen years, to attend said school, to ascertain which of such children do not attend school, and to inform the Agent of Truancy of the District where any child resides of the non-attendance of any child who has been accustomed to attend or ought by law to attend school.

SEC. 6. The duties of the Superintendent of Truancy, or other officer for that purpose appointed by the Board of Education, shall be to see that said law, passed May 11, 1874, and its provisions, are carried out and enforced throughout the whole city, and that the several Agents of Truancy perform the duties imposed upon them, and that actions for fines and penalties under said act are prosecuted in the manner directed by said act, and to perform all other duties enjoined on him by these regulations, or that may be required of him by the Board of Education.

SEC. 7. Said Superintendent of Truancy and said Agents of Truancy shall meet twice in each week, or oftener, and transact such business in relation to their duties as may be necessary at such meetings; said Superintendent shall preside, and in his absence some Agent of Truancy shall be elected by said Agents of Truancy to act as chairman, and said Agents of Truancy shall each at such meetings, and from

time to time, report to said Superintendent all matters and things done by him, or which ought to be done, or which may have come to his knowledge or otherwise relating to carrying out and enforcing the provisions of said Act of May 11, 1874, and said reports shall be kept by said Superintendent for the use of the Board of Education, and be transmitted to it or its Clerk whenever required; and it shall be the duty of said Superintendent to report to the Board of Education at each of its meetings the doings of himself and of said Agents of Truancy, and all matters which relate to the enforcement and execution of said law; and said Superintendent and Agents shall hold office during the pleasure of the Board of Education, and they and all their acts shall be subject to the control and direction of the said Board.

SEC. 8. The City of New York shall, for the purposes of ascertaining and fixing the duties of the Trustees of Schools therein, be, and hereby is divided into twenty-four Districts, corresponding exactly with the several Wards of said City, and the School Trustees of each Ward shall be the Trustees mentioned in said Act of May 11, 1874; and it shall be their duty, as such Trustees under said Act of May 11, 1874, in the months of September and February of each year, in their respective Wards, to make the examinations and do all the acts and things by the third and fifth and other sections of said act required to be done by any Trustee or Trustees of Schools, and all other lawful acts to carry out and enforce the provisions of said act.

SEC. 9. It shall be the duty of said Agents of Truancy, in their respective Districts, when they shall not be able by persuasion, argument, and other means than force, to procure the attendance at school of any child between the ages of eight and fourteen years, who under the provisions of said act ought to attend some public or private school, and who is under said act liable to arrest, to make complaint before a police justice of said city, and procure a warrant to be issued by said justice to a police officer of said city, and such child to be arrested and brought before said justice, and if found guilty of a violation of said act and liable to commitment, to be committed to Randall's Island, to be restrained and detained by the Commissioners of Charities and Corrections, and sent to school there, or, in the discretion of said justice, to be committed to the Society for the Reformation of Juvenile Delinquents in the City of New York, on Randall's Island, and the managers thereof, to be by them restrained and detained and sent to school there, and whilst so restrained and detained in either case, said child shall be subject, as to the time and manner of such restraint and education, to the control of the Board of Education, so far as is consistent with law and the well-being of other children detained in those places respectively.

SEC. 10. Those portions of Randall's Island respectively under the control of said Commissioners of Charities and Corrections, and under the control of said Society for the Reformation of Juvenile Delinquents, and its managers, are hereby set apart and provided by the Board of Education as suitable places for the discipline, instruction and confinement of children in said city, between the ages of

eight and fourteen years, convicted of violating the provisions of said act, and whenever any child between the ages of eight and fourteen shall be brought before any police justice charged with a violation of said act of May the 11th, 1874, and it shall have been ascertained and determined by such justice upon the examination of such witnesses as may be produced before him by any party interested in the hearing, either on subpœna or otherwise, that said child is subject to arrest and commitment under the provisions of said act, and said child is convicted of a violation thereof, and found to be liable to arrest and imprisonment thereunder, and shall be committed under the provisions of said act by said police justice, he or she shall be detained and restrained and sent to school at one of the places hereinbefore designated, as in the discretion of said justice shall appear most proper and suitable for said child.

SEC. 11. Each police officer in the city of New York is hereby required to aid and assist in all things, to the extent of his power and ability, in the enforcement and carrying out of all the provisions of said Act of May 11, 1874, and of the aforesaid rules and regulations.

The Board also adopted a by-law for the appointment annually, in the month of January, of a Superintendent of Truancy for the whole city, and an Agent of Truancy for each of the eight school districts into which the city was divided before said law of May 11th, 1874 was passed.

Pursuant to said provisions, rules and regulations, each Ward of the city is divided into as many districts as there are school-houses in the Ward, and the census of the children in all the schools is being taken, showing the name, and residence of each child, together with that of the parent, guardian, and employer, and the school which the child attends, which census when completed will be supplemented by adding thereto all other children in the city who ought, by law, to attend some school.

The Board believe that by perseverance, energy, kindness, and the judicious use of such means as from time to time may be furnished to it, great good can be accomplished under the law,

and such modification thereof as experience may render advisable.

TWENTY-THIRD AND TWENTY-FOURTH WARDS.

The schools of the 23d and 24th Wards were, prior to the first day of January, eighteen hundred and seventy-four, organized under four respective Boards of Education, viz: A Board of Education for the former town of Morrisania, one for School District No. One, and one for School District No. Two, of the town of West Farms, and one for the town of Kings Bridge. The schools under the jurisdiction of these several Boards of Education were, in many cases, in excellent condition, and have rapidly conformed to the system in operation in the City of New York.

WILLIAM H. NEILSON,

President of the Board of Education.

LAWRENCE D. KIERNAN,

Clerk.

NEW YORK, December 31st, 1874.

SCHEDULES.

SUBJECTS OF THE SCHEDULES AND APPENDICES FORMING PART OF THIS REPORT.

SCHEDULE No. 1—Contains the names of the members of the Board of Education, Standing Committees of the Board, the Employees of the Board, Inspectors of Common Schools, and School Trustees.

SCHEDULE No. 2—Names of Professors and Tutors in the College of the City of New York and the Normal College, and of the Teachers in the Ward and Primary Schools.

SCHEDULE No. 3—The number of Schools in each Ward and their numerical designation.

SCHEDULE No. 4—Shows the length of time each school has been kept open, and the average attendance; the whole number taught in the several schools during the year, together with the locations of the several school buildings.

SCHEDULE No. 5—Shows the expenses incurred for Teachers' and Janitors' salaries, books, stationery, fuel, etc., in the Ward Schools of each Ward, and the value of supplies from the Depository and repairs through the shop for the year.

SCHEDULE No. 6—Showing amount of money paid in each Ward for rents, sites, new buildings, heating apparatus and repairs of, etc., by special appropriations for the year ending December 31st, 1874.

Schedule No. 7—Shows the amount expended for repairs, materials, etc., through the shop for the year.

Schedule No. 8—Apportionment to Corporate and Ward Schools, made under the fifteenth section of the School Act.

Schedule No. 9—Financial Statement of the Board of Education for the year 1874.

Schedule No. 10—Shows the expenditures of the Evening and Colored Schools for the year.

Schedule No. 11—Showing payments for salaries of Teachers and Janitors by Wards, for 1874.

Schedule No. 12—Contains the location, size and cost of site, size, cost, and date of erection of each school building.

Schedule No. 13—Shows the groups of schools as arranged for visitation by the Commissioners.

The Appendices consist of the Annual Reports of Henry Kiddle, City Superintendent of Schools, and Assistant Superintendents Harrison, Fanning, Calkins, Jones, McMullin, Jasper and Schem; Annual Report of the President of the Normal College; Course of Studies in the Grammar and Primary Schools; Report of the Superintendent of School Buildings; Report of the Engineer of the Board of Education; Report of the Superintendent of the Nautical School, and Report of the Board of Trustees of the College of the City of New York.

SCHEDULE No. 1.

MEMBERS OF THE BOARD OF EDUCATION—1874.

WILLIAM H. NEILSON, *President.*
LAWRENCE D. KIERNAN, *Clerk.*

Names of Members.	Residences.	Places of Business.	Term Expires Jan. 1.
Jacob D. Vermilye	258 Fourth ave.	42 Wall st.	1875
John Crosby Brown	36 East 37th st.	59 Wall st.	1875
Henry P. West	155 Grand st.	183 Grand st.	1875
Ferdinand Traud	228 E. 48th st.	4th st., n. 1st ave.	1875
William H. Neilson	142 Madison ave.	70 Broadway	1875
David Wetmore	119 Lexington ave.	365 Greenwich st.	1875
David F. Baker	138 W. 44th st.	1479 Broadway	1875
William Dowd	168 W. 22d st.	44 Wall st.	1876
Samuel P. Patterson	61 Third st.	122 Bowery	1876
Joseph Seligman	26 W. 34th st.	21 Broad st.	1876
Charles V. Lewis	71 Hudson st.	71 Hudson st.	1876
Albon P. Man	106 E. 30th st.	56 Wall st.	1876
Randolph W. Townsend	18 E. 73d st.	247 Broadway	1876
Edward O. Jenkins	137 W. 44th st.	20 N. William st.	1876
Eugene Kelly	43 W. 51st st.	45 Exchange Place.	1877
* Lawson N. Fuller	10th av. & 155th st.	107 Wall st.	1877
James W. Farr	11 St. Luke's Place.	Tax Office	1877
Anw. J. Mathewson	647 Hudson st.	4 Pine st.	1877
Albert Klamroth	64 St. Mark's Place.	37 Park Row	1877
James M. Halsted	18 W. 17th st.	120 Broadway.	1877
Rufus G. Beardslee	47 W. 55th st.	106 Broadway	1877

* In place of Robert Hoe, resigned.

STANDING COMMITTEES OF THE BOARD OF EDUCATION—1874.

1.—*Finance Committee.*

Commissioner Vermilye,

Commissioner Dowd, Commissioner Beardslee,
Commissioner Townsend, Commissioner Seligman.

2.—*Committee on Teachers.*

Commissioner Halsted,

Commissioner Kelly, Commissioner Traud,
Commissioner Dowd, Commissioner Brown,

3.—*Committee on Buildings.*

Commissioner Dowd,

Commissioner Patterson, * Commissioner Fuller,
Commissioner Lewis, Commissioner Baker.

4.—*Committee on Supplies.*

Commissioner Beardslee,

Commissioner Mathewson, Commissioner Wetmore,
Commissioner Halsted, * Commissioner Fuller.

5.—*Auditing Committee.*

Commissioner West,

Commissioner Traud, Commissioner Baker,
Commissioner Jenkins, Commissioner Patterson.

*Vice Commissioner Hoe, resigned.

6.—*Committee on Sites and New Schools.*

Commissioner Patterson,

Commissioner Klamroth, Commissioner Vermilye,
Commissioner Baker, Commissioner Lewis.

7.—*Committee on Course of Study and School Books.*

Commissioner Brown,

Commissioner Man, Commissioner Traud,
Commissioner Farr, Commissioner Klamroth.

8.—*Committee on School Furniture.*

Commissioner Wetmore,

* Commissioner Fuller, Commissioner Jenkins,
Commissioner Seligman, Commissioner Baker.

9.—*Committee on Normal Schools.*

Commissioner Farr,

Commissioner Brown, Commissioner Townsend,
Commissioner Klamroth, Commissioner Halsted.

10.—*Committee on Evening Schools.*

Commissioner Mathewson,

Commissioner Townsend, Commissioner Traud,
Commissioner Jenkins, Commissioner Vermilye.

11.—*Committee on Colored Schools.*

Commissioner Jenkins,

Commissioner Patterson, Commissioner Wetmore,
Commissioner West, Commissioner Dowd.

* Vice Commissioner Hoe, resigned.

12.—*Committee on Warming and Ventilation.*

* Commissioner Fuller,

Commissioner Mathewson, Commissioner Beardslee,
Commissioner Baker, Commissioner Traud.

13.—*Committee on By-Laws, Elections and Qualifications.*

Commissioner Townsend,

Commissioner Man, Commissioner West,
Commissioner Beardslee, Commissioner Farr.

14.—*Executive Committee on Nautical School.*

Commissioner Wetmore,

Commissioner Mathewson, Commissioner Dowd,
Commissioner Seligman, Commissioner Vermilye.

15.—*Committee on Annual Report.*

Commissioner Klamroth,

Commissioner Jenkins, Commissioner Vermilye,
Commissioner Beardslee, Commissioner West.

16.—*Committee on Nomination of Trustees.*

Commissioner Wetmore,

Commissioner Halsted, Commissioner Kelly,
Commissioner Brown, Commissioner Klamroth,
Commissioner Beardslee, Commissioner Lewis,
Commissioner West, Commissioner Farr.

17.—*Special Committee on Salaries and Economy.*

President, Wm. H. Neilson,

Commissioner Beardslee, Commissioner Farr,
Commissioner West, Commissioner Brown,
Commissioner Vermilye, Commissioner Jenkins,
Commissioner Kelly, Commissioner Patterson.

* Vice Comm' sioner Hoe, resigned.

EMPLOYEES OF THE BOARD OF EDUCATION.

Clerk.....LAWRENCE D. KIERNAN.
Auditor.....JOHN DAVENPORT.
City Superintendent.....HENRY KIDDLE.
Assistant " THOMAS F. HARRISON.
" " JOHN H. FANNING.
" " NORMAN A. CALKINS.
" " WILLIAM JONES.
" " ARTHUR MCMULLIN.
" " JOHN JASPER, JR.
" " ALEXANDER J. SCHEM.
Superintendent of School Buildings...DAVID I. STAGG.
Engineer.....JOHN DUNHAM.
Inspector of Fuel.....JOHN E. WHITE.
Assistant Clerk.....WILLIAM OLAND BOURNE.
" " THOMAS T. BENNETT.
" " GEORGE W. WHITE.
" " EDWARD E. VAN SAUN.
" " JOHN R. AMES.
" " BLANCHARD OAKEY.
" " HENRY M. DURYEA.
" " JAMES WALSH.
" " JETHRO MOSHER.
" " JOHN MCINTYRE.
Messenger.....HENRY D. LICHTENHEIN.
Janitor.....EDWARD HIGGINS.

INSPECTORS OF COMMON SCHOOLS OF THE CITY OF NEW YORK—1874.

1st District, comprising 1, 2, 3, 4, 5, 6, *and* 8*th Wards.*

Name.	Residence.	Place of Business.	Term Expires Jan. 1.
B. F. Styles	129 Chambers st		1875
John P. Huggins	129 Chambers st	172 Green'h st	1876
John Patten	172 Greenwich st	172 Green'h st	1877

2d District, comprising 7, 10, 13 *and* 14*th Wards.*

Dr. Alex. S. Hunter	363 Broome st	363 Broome st	1875
John V. Hecker	78 Irving place	56 Rutgers st.	*1876
Washington Thomas..		434 Grand st.	1877

3d District, comprising 9*th and* 16*th Wards.*

W. H. Gray	258 W. 4th st	22 Wooster st.	1875
John N. Abbott	303 W. 22d st.	Erie R.R. office.	†1876
Charles Spear	156 West 21st.		1877

4th District, comprising 11*th and* 17*th Wards.*

Andrew Mills	215 Second ave	314 E. 4th st	1875
Wm. W. Lyon	112 Avenue C	78 Avenue D.	1876
Harvey H. Woods	Cor. 3d st. & 2d ave.	Sec. 2d av. R.R.	1877

5th District, comprising 15*th and* 18*th Wards.*

James W. Gerard, Jr.	17 Gramercy Park		‡1875
Elijah H. Kimball	6 E. 17th st		1876
Alex. McL. Agnew	24 E. 21st st		1877

* Vice John Hecker, deceased.
† Vice James Kelly, deceased.
‡ Vice James W. Gerard, deceased.

6th District, comprising 20th and 21st Wards.

Benj. B. Atterbury...	39 Park ave.		1875
J. W. C. Leveridge..	57 W. 36th st.		1876
Mark Blumenthal...	53 W. 42d st.....	53 W. 42d st...	1877

7th District, comprising 12th, 19th and 22d Wards.

John F. Williams....	207 W. 55th st.....	270 W. 34th st.	1875
Hosea B. Perkins....	Fort Washington....		1876
Feodore Mierson....	258 E. 48th st.....	13 & 15 Chatham st....	1877

8th District, comprising 23d and 24th Wards.

T. H. Faile, Jr.....	West Farms.....	130 Water st...	1875
S. R. Filley.....	Morrisania.....	44 Cliff st.....	1876
S. S. Randall.....	Morrisania		1877

SCHOOL TRUSTEES,

With the Term of Expiration of Office for which they were Appointed.

Names.	Term Expires Jan. 1,
First Ward.	
Michael Duffy	1875
J. N. Merrill, M. D	1876
John McIntire	1877
* Otto Hemken	1878
Owen Murphy	1879
Second Ward.	
Michael Ryan	1875
John Robinson	1876
Geo. H. Sears	1877
S. H. Randall	1878
James F. Horan	1879
Third Ward.	
George Rossitter	1875
John A. Gilmour	1876
Francis F. Fellers	1877
† Jeremiah Rogers	1878
George Wolfe	1879
Fourth Ward.	
John B. Shea	1875
Michael J. Duffy	1876
Frederic Wimmer	1877
Morris Friedsam	1878
William H. McAlpin	1879
Fifth Ward.	
N. D. Woodhull	1875
Hugh King	1876
Wesley B. Church	1877
Dr. Wm. L. Harding	1878
John C. Huson	1879
Sixth Ward.	
Timothy Brennan	1875
John Mitchell	1876
John Boyd	1877
‡ Thomas J. Nealis	1878
John VanGlahn	1879
Seventh Ward.	
John H Boschen	1875
George G. Hallock	1876
David Hays	1877
James W. McBarron	1878
Lawrence G. Golding	1879
Eighth Ward.	
Austin Leake	1875
Charles H. Housley	1876
Phillip Ketterer	1877
S. G. Cook, M. D	1878
William Cleary	1879
Ninth Ward.	
William H. Ely	1875
George A. Jeremiah	1876
Charles S. Wright	1877
E. Dennison, M. D	1878
Alfred C. Hoe	1879
Tenth Ward.	
J. B. Taylor, M. D	1875
Hugo Gorsch	1876
Peter Dennerlein	1877
Alonzo Truesdell	1878
Henry R. Roome	1879

* *Vice* Chas. Neuss, resigned.
† *Vice* David Hollis, resigned.
‡ *Vice* Lorenzo Carey, resigned.

Eleventh Ward.

Names.	Term Expires Jan. 1,
Edward Miehling	1875
John C. Limbeck	1876
George B. Rhoads	1877
Joseph Wangler	1878
Samuel Cregar, M. D	1879

Twelfth Ward.

Joseph P. Fallon	1875
* John L. Tonnele	1876
Andrew Smith	1877
Granville P. Hawes	1878
David H. Knapp	1879

Thirteenth Ward.

Francis Coan	1875
Frederick Germann	1876
Frederick Holsten	1877
Andrew J. Case	1878
N. S. Roberts, M. D	1879

Fourteenth Ward.

William Lynch	1875
Franklin Smith, M. D	1876
Hiram V. Losee	1877
Henry Schmidt	1878
Henry Manron	1879

Fifteenth Ward.

Edward Schell	1875
Charles M. Earle	1876
Joseph Britton	1877
Henry A. Tailer	1878
Charles F. MacLean	1879

Sixteenth Ward.

Names.	Term Expires Jan. 1,
James Harrison	1875
John Castree	1876
Matthew Bird	1877
Oscar Zollikoffer	1878
John DeLamater	1879

Seventeenth Ward.

Theodore H. Mead	1875
Adam Weber	1876
Owen Murphy	1877
Frederic C. Wagner	1878
Henry Merz	1879

Eighteenth Ward.

James T. Kilbreth	1875
Andrew Warner	1876
Joseph K. O'Brien	1877
Henry S. Terbell	1878
John F. Trow	1879

Nineteenth Ward.

Richard Kelly	1875
Julius Katzenberg	1876
John J. Macklin	1877
Jonathan O. Alston	1878
Ferd. T. Hopkins	1879

Twentieth Ward.

Thomas Maher	1875
William Kilian	1876
Thomas J. Hall	1877
Austin Abbott	1878
H. D. Ranney, M. D	1879

* *Vice* Lawson N. Fuller, resigned.

Twenty-first Ward.

Names.	Term Expires Jan. 1,
Bernard Cohen	1875
Wm. C. Whitney	1876
Hugh Cassidy	1877
Adam T. Sackett	1878
John Stephenson	1879

Twenty-second Ward.

John Morgan	1875
Joel W. Mason	1876
James R. Cuming	1877
Adna H. Underhill	1878
Walter Carter	1879

Twenty-third Ward.

Names.	Term Expires Jan. 1,
George C. Mannor	1875
Nathan S. King, M. D.	1876
William Hogg	1877
Alonzo Carr	1878
John L. Burnett	1879

Twenty-fourth Ward.

George H. Moller	1875
Ferdinand Meyer	1876
Franklin Edson	1877
Morris Wilkins	1878
M. K. Hamilton, Jr.	1879

SCHEDULE No. 2.

PROFESSORS AND TUTORS IN THE COLLEGE OF THE CITY OF NEW YORK.

FACULTY AND OTHER OFFICERS.

Alexander Stewart Webb, LL. D., President.

Jean Roemer, LL. D., Professor of the French Language and Literature, and Vice-President.

Agustin José Morales, LL. D., Professor of the Spanish Language and Literature.

Gerardus Beekman Docharty, LL. D., Professor of Mathematics, and Secretary of the Faculty.

Charles Edward Anthon, LL. D., Professor of History and Belles Lettres.

John Graeff Barton, LL.D., Professor of the English Language and Literature.

Robert Ogden Doremus, M.D., LL. D., Professor of Chemistry and Physics.

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" Maria T. Barrett, 149 East 83d street.
" Jennie L. Poole, 43 Montgomery street.
" Julia L. Lennon, 19 Henry street.
" Annie T. McGuire, 388½ Madison street.
" Mary K. Hanley, 279 Jay street, Brooklyn.
" Lizzie A. McMahon, 35 Montgomery st.
" Lizzie G. McCarthy, 34 Scammell street.
" Elmire M. Panlau, 241 Sixth avenue.
" Isadora E. Furlong, 437 Kent avenue, Brooklyn.
" Harriet A. Potter, 27 N. Washington square, City.

MUSIC.

Mrs. Kate Fitzpatrick, 9 Montgomery street.

JANITOR.

Patrick Maher, on the premises.

Grammar School No. 13.

No. 229 East Houston street, Seventeenth. Ward.

BOYS' DEPARTMENT.

Leonard Hazeltine,* 56 East 61st street.
Henry C. Litchfield, 231 Adams st., Brooklyn.
William C. Hess, 333 Sixth street.
Phillip O'Ryan, 71 Troutman street, Brooklyn, E. D.
Charles W. Fisher, 3 Fifth avenue.
Mrs. Rachel B. Hall, 43 Ryerson st., Brooklyn.
Miss Annie B. Gray, 5 Pitt street.
" Lizzie Cloherty, 148 Java street, Greenpoint.
" Mary A. Smith. 304 Second avenue.
" Catharine D. McIntosh, 242 East 21st street.
" Alice Sterling, New Rochelle, N. Y.
" Katie F. Burke, 661 Seventh avenue.
" Emily C. Rodman, 386 Third avenue.
" Eliza E. Harnett, 90 Front st., Brooklyn.

GERMAN.

Philipp H. Grünenthal, 84 Avenue A.

MUSIC.

J. Frank Bartlett, 48 West 11th street.

DRAWING.

Frank Melville, 192 Prince street, Brooklyn.

GIRLS' DEPARTMENT.

Miss Anna M. Hazard, 159 Clinton street.
" Anna M. Power, 302 Second avenue.
" Phebe A. Kendall, 308 East 86th street.
" Susannah Fisher, 321 East 9th street.
" Emma M. Sill, 156 Third street, Brooklyn, E. D.
" Lucinda Gamble, 339 Union street, Brooklyn.
Mrs. Anna E. Snyder, College avenue, Mott Haven.
" Kate M. Twomey, 141 Mulberry street.
Miss Charlotte A. Keeler, 314 East 15th st.
" Susie Roberts, 529 Second avenue.
" Sophie Block, 311 East 30th street.
" Alicé Lutz, 235 East 14th street.

GERMAN.

Miss Rosalie F. Henmann, 148 West 14th st.

MUSIC.

J. Frank Bartlett, 48 West 11th street.

DRAWING.

Frank Melville, 192 Prince street, Brooklyn.

* Deceased, August, 1874.

PRIMARY DEPARTMENT.

Mrs. Mary L. Haggerty, 159 Allen street.
Miss Maria T. Madden, 37 West 14th street.
" Carrie E. Noe, 314 East 15th street.
" Mary A. McCaffery, 330 East 12th street.
" Annie T. Gleese, 302 East 31st street.
" Teresa M. Riley, 183 East 79th street.
" Sarah Van Ness, 85 South 2d street. Brooklyn.
Mrs. Margaret Bonney, 43 Rivington street.
Miss Katie Lynch, 368 Third avenue.
" Charlotte C. Roberts, 529 Second ave.
" Eliza G. Haughey, 124 St. Mark's place.
" Jennie A. Moran, 126 East 27th street.
" Susie McIntosh, 243 East 21st street.
" Mary L. Jacobs, 245 East 24th street.
" Mary L. Reynolds, 270 East 10th street.
" Emma L. Olsen, 189 Dean street, B'lyn.
" Minnie Cohn, 77 Third street.
" Isabella Richman, 414 East 50th street.
" Clara A. Cox, 105 East 89th street.
" Helen A. Brady, 311 East 14th street.

MUSIC.

J. Frank Bartlett, 48 West 11th street.

JANITOR.

Peter Rado, in the building.

Grammar School No. 14.

No. 225 East 27th Street, Twenty-first Ward.

BOYS' DEPARTMENT.

La Fayette Olney, 352 West 42d street.
Abner B. Holly, 536 Third avenue.
Thomas Fanning, Greenwich, Conn.
Nicholas J. Maybee, 209 East 46th street.
Miss Rosina G. Hartman, 401 West 38th st.
" Mary J. Lennon, foot of 125th st., H'lem.
Michael J. A. O'Donnell, 1264 Lexington avenue.
Miss Bessie Roden, 225 East 26th street.
" Ella F. Goodwin, 454 West 51st street.
" Emma V. Taylor, 311 West 24th street.
" Isabel H. Cameron, 227 Tenth avenue.
" Susan Cooney, 319 East 41st street.
" Barbara E. Johnson, 154 East 66th st.
Arnold Selisberg, 234 East 32d street.,
Miss Mary G. Hanly, 19 East 12th street.

MUSIC.

Francis H. Nash, Morrisania.

DRAWING.

John N. Van Everen, 331 West 48th street.

GIRLS' DEPARTMENT.

Miss Caroline F. Whiting, 128 East 12th st.
" Sarah A. Seeley, 234 East 31st street.
" Gertrude L. Simpson, 305 East 2.th st.
" Sarah J. Burke, 87 East 10th street.
" Elsie Parkhurst, 140 East 50th street.
" Alida J. Woolley, 234 East 31st street.
" Lydia M. Randall, 238 East 40th street.
" Alice A. Davis, 333 East 23d street.
" Frances M. Barndollar, Tremont.
" Fannie Merritt, 52 East 20th street.
" Mary W. Hatch, 52 East 20th street.
" Mary F. Pine, 1020 Third avenue.
" Jennie Carey, 136 East 40th street.
" Emily D. Flannery, 136 East 40th street.
" Rosina T. Rooney, Long Island City.
Mrs. Carrie F. Shorey, 230 East 36th street.
Miss Amanda M. Root, 132 East 29th street.

MUSIC.

Francis H. Nash, Morrisania.

FRENCH.

John Moran, 147 East 27th street.

DRAWING.

Miss Susan M. Leverich, 210 East 36th st.

PRIMARY DEPARTMENT.

Miss Kate H. Myers, 471 West 23d street.
" Annie R. Peacock, 36 Dodworth street, Brooklyn, E. D.
" Mary Barnes, 318 West 19th street.
Mrs. Clara E. Ives, Elizabeth, N. J.
Miss Sarah J. Molloy, 220 East 78th street.
" Kate E. McBurnie, 225 East 23d street.
" Emma Perry, 251 Hall st., Brooklyn.
" Margaret A. Carter, 146 East 54th st.
" Elizabeth A. Burns, 197 Mulberry st.
" Mary H. Brown, 227 West 34th street.
" Cassie A. Keogh, 216 East 36th street.
" Kate F. Brady, 310 East 25th street.
" Annie R. Davies, 251 West 22d street.
" Mary A. Potts, 143 East 32d street.
" Anna A. Sowarby, 80th st. and Madison avenue.
" Sarah R. Edelman, 477 Ninth avenue.
" Emily J. Nicholson, 331 West 27th st.
Mrs. Mary E. Dougherty, 124 Atlantic ave., Brooklyn.
Miss Lizzie J. Davies, 251 West 22d street.
" Agnes M. Mullane, 129 East 50th street.

JANITOR.

John Doran, on the premises.

Grammar School No. 15.

Fifth street, between Avenues C and D, Eleventh Ward.

BOYS' DEPARTMENT.

N. P. Beers, 3 Fifth avenue.
James J. McCoy, Orange, N. J.
Alanson Palmer, Astoria, L. I.
Abm. K. VanBleck, Summit avenue, J. C
Miss Louise S. Murray, 246 East 60th street.
" Sarah A. Messenger, 106 Eighth street, Brooklyn, E. D.
" Bertha Fribourg, 320 East 30th street.
" Emma G. Farr, Orange, N. J.
" Martha Hunter, 84 Columbia street.
" Mary A. Beilby, 89 South 1st st., B'lyn, E. D.
" Anna M. Donahue, 569 LaFayette ave., Brooklyn, E. D.
" Fannie Auld, 184 Division avenue, Brooklyn, E. D.
Sarah Wanzer, 113 avenue C.
Henry W. Schneiberger, 247 West 49th st.

MUSIC.

George W. Pettit, 40 East 66th street.

DRAWING.

Francis Melville, 192 Prince st., Brooklyn.

GIRLS' DEPARTMENT.

Miss Urania Downs, 106 East 46th street.
" Uranla D. Secord, 106 East 46th street.
" Henrietta Katkameir, 42 S. 9th street, Brooklyn, E. D.
Mrs. Araminta Knouse, 325 Leonard street, Brooklyn, E. D.
Miss Frances S. Webb, 223 South 1st street, Brooklyn, E. D.
" Maggie E. Dodd, 42 South 9th street, Brooklyn, E. D.
" Maggie S. Murphy, 744 East 5th street.
" Emma Paul, 745 East 5th street.
" Emma F. Adams, 224 East 83d street.
" Kate A. Wiltsie, 739 East 5th street.
" Emma E. Rea, 748 6th street.
Sarah E. Rhoads, 268 7th street.
Hulda F. Goos, 341 Garden street, Hoboken.

MUSIC.

George C. Rexford, 959 Sixth avenue.

DRAWING.

Francis Melville, 192 Prince st., Brooklyn.

PRIMARY DEPARTMENT.

Mrs. Sarah A. Jarvis, 102 Wilson st., B'lyn.
Miss Kate E. Hendrickson, 302 E. 51st st.
" Annie T. Moran, 154 74th street.
" Lydia A. Arkills, 108 Colyer st., Greenpoint.
" Rosa Lee, 121 Columbia street.
" Amelia A. Howe, 72 Marton st., B'lyn.
" Mary C. De Motte, 138 Noble st., Greenpoint.
Mrs. Louisa T. Warner, 91 Second avenue.
Miss Mary A. Jennings, 38 10th st., B'lyn.
" Sarah J. Hamilton, 124 East 8th street.
" Maggie Gibbons, 86 Spencer st., B'lyn.
" Sarah E. Baker, 134 Lewis street.
" Elizabeth Jackson, 435 58th street.
" Sarah E. Weed, 36 Avenue D.
" Mary E. Rowan, 313 4th street.
" Minnie Lauderman, 623 East 11th st.
" Clotilda L. Carroll, 387 East 8th st.
Mrs. Esther H. Hill, 158 9th street, B'lyn.
Miss Elizabeth P. Richards, 27 N. Washington square.
Mrs. Henrietta M. Grinton, 113 McDougal st.

MUSIC.

Miss Olive E. Barber, 156 Taylor st., B'lyn.

JANITOR.

Cornelius Clifford, school premises.

Grammar School No. 16.

208, 210 & 212 *West 13th street, Ninth Ward.*

BOYS' DEPARTMENT.

Josiah H. Zabriskie, 1st ave., Mount Vernon.
Oscar P. Howe, 668 Eighth avenue.
Theodore D. Camp, 319 West 18th street.
Henry M. Leipziger, 872 Lexington avenue.
Miss Georgiana Harriot, 353 West 30th st.
" Editha L. Ashby, 106 Hamilton street, Brooklyn.
" Jane Carpenter, 163 Charles street.
" Kate O'Donnell, 9 Perry street.
" Jane E. Fagan, 210 Waverly place.
" Charlotte E. Moore, 117 West 16th st.
" Anne Peterson, 113 McDougal street.
" Marion Murray, 297 Seventh avenue.
" Laura G. Kenny, 20 Clarkson street.

DRAWING.

Miss Almira C. Fitz, 239 East 18th street.

PRIMARY DEPARTMENT.

Miss Mary Oliver, 148 Franklin street.
" Ellen Finegan, 252 West 14th street
" Emily Golder, 86 Grove street.
Mrs. Anna B. Katkamier, 43 Greenwich st.
Miss Augustus V. Hanson, 107 Waverley pl.
" Emma L. Barnes, 524 Hudson street.
" Angie Hall, 96 Perry street.

JANITOR.

Joseph H. Edgerley, in the building.

Grammar School No. 17.

47th street, near 9th avenue, 22d Ward.

GRAMMAR DEPARTMENT.

Miss Amelia Kiersted, 200 West 125th street.
" Caroline B. Wardlaw, 43 East 9th street.
" Jennie MacKenzie, 84th street, near 8th avenue.
" Maria E. O'Reilly, 321 West 29th street.
" Catherine C. McGean, 235 West 47th st.
" Agnes McCartney, 319 West 43d street.
" Amelia Carey, 124 East 117th street.
" Mary Allen, 273 West 52d street.
" Frances H. McNally, 200 West 125th st.
" Kate T. O'Keefe, 128 East 113th street.
" Isabella C. Scarlett, 10 Stryker's lane.
" Emily A. Garvey, 304 West 48th street.
Mrs. Emily E. Grinton, 255 Centre street.
Miss Mary E. Kelly, 448 West 49th street.
" Helen L. Curtis, 423 West 43d street.
" Alphersyen G. Kidd, 425 West 50th st.
" Emma A. McGean, 235 West 47th street.
" Sarah M. Redfield, 200 West 125th st.
" Susan A Haight, 75 East 10th street.
" Teresa M. O'Brien, 371 West 50th street.
" Martha W. Masterson, 544 East 117th st.
" Urlaville A. Wilbur, Mount Vernon.
" Sarah C. Hopper, 11 Stryker's lane.

DRAWING.

Miss Emily Fox, 444 West 43d street.

MUSIC.

F. H. Nash, Morrisania.

GERMAN.

John H. Mayer, 802 Ninth avenue.

FRENCH.

John Morvillier, 739 Sixth avenue.

PRIMARY DEPARTMENT.

Mrs. Mary McCloskey, 341 West 34th street.
Miss Annie Maxwell, 253 First street, Jersey City.

BOYS' TEACHERS.

Miss Maria T. Daly, 317 West 45th street.
" Teresa V. Bannan, 301 West 36th street.
" Emily S. Page, 324 West 42d street.
" Carrie E. Parson, 225 West 43d street.
" Elizabeth Commerford, 552 W. 46th st.
" Jennie Skiffington, 314 West 47th street.
" Jane McDonald, 418 West 56th street.
" Carrie K. Hamlyn, 102 West 50th street.
" Emma A. Sparks, 305 West 48th street.
" Mary M. Sackett, 322 West 52d street.
" Jennie B. Green, 854 Eighth avenue.

GIRLS' TEACHERS.

Miss Henrietta Fay, 317 West 45th street.
" Honora E. Hogan, 434 West 25th street.
" Julia Collins, 331 West 37th street.
" Charlotte A. Moore, 65 West 130th st.
" Ellen Foyle, 322 West 26th street.
" Mary E. Kain, 121 West 46th street.
" Sarah J. Thornton, 259 West 43d street.
" Mary Byron, 508 West 55th street.
" Mary Anderson, 255 West 41st street.
" Martha Asten, 10th ave., bet. 82d & 83d streets.
" Henrietta Ryder, 608 West 47th street.
" Mary E. Parson, 301 West 43d street.

MUSIC.

Mrs. Henrietta Seebach, 171 York street, Jersey City.

JANITOR.

John Cokely, in the building.

Grammar School No. 18.

51st street, near Lexington avenue, Nineteenth Ward.

Wilbur F. Hudson, 349 East 55th street.
James Murphy, 308 East 52d street.
Frank J. Coleman, 307 East 51st street.
Alfred K. Lanpher, 331 East 41st street.
Wallace F. Lyons, 446 East 58th street.
Miss Elizabeth A. Clare, 422 East 116th st.
" Rachel Davies, 156 Roseville av., Newark, N. J.
" Annie C. Falvey, 149 East 51st street.

Miss Maggie A. Cowhey, 200 East 39th street.
" Mary C. Collins, 169 Elm street.
Mrs. Esther J. Hines, 302 West 54th street.
Miss Anna M. Sparks, 202 East 62d street.
David Königsberg, 672 Second avenue.

MUSIC.

Anthony J. Davis, 411 East 83d street.

DRAWING.

Rudolph Wasserchcid, 89 Second avenue.

GIRLS' DEPARTMENT.

Miss Winifred Connolly, 232 East 48th street.
" Mary L. Collins, 312 East 49th street.
" Isabel A. Hogg, 161 East 46th street.
" Hannah E. Rockwell, 220 East 36th st.
" Margaret J. O'Donnell, 304 East 5th st.
" Mary M. Flaherty, 302 East 51st street.
" Kate T. Galligan, 222 East 79th street.
" Kate E. Rennell, 341 East 86th street.
" Evelyn E. Boyle, 238 East 78th street.
Mrs. Eliza Pell, 139 East 40th street.
Miss Clara Bock, 38 West 14th street.

MUSIC.

Anthony J. Davis, 411 East 83d street.

DRAWING.

Rudolph Wasserchied, 898 Second avenue.

PRIMARY DEPARTMENT.

Miss Mary E. Joyce, 340 West 59th street.
" Jane N. Steele, 775 Second avenue.
" Sarah E. McCusker, 424 West 35th st.
" Helen Mills, 207 East 83d street.
" Clarence J. Hoyt, 129 East 46th street.
" Mary L. Hilliker, 155th st., Morrisania.
" Eliza Gruney, 89 Canal street.
" Mary A. Phillips, 53 Prospect place.
" Fannie Strongiltharm, 843 Third ave.
" Jennie G. Carroll, 307 East 62d street.
" Anna C. Campbell, 342 Third avenue.
" Fannie A. Ashfort, 866 Third avenue.
" Elizabeth F. Tomney, 774 Second ave.
Mrs. Amelia Reynolds, 155th st., Morrisania.
Miss Mary E. Gafney, 328 West 55th street.
" Elizabeth S. Byrnes, 544 East 15th st.
" Isabella M. Forbes, 325 East 52d st.
" Kate D. Hunter, 140 East 29th street.

MUSIC.

Charles Herschel, 184 East 70th street.

JANITOR.

John Ryan, in the building.

Grammar School No. 19.

No. 344 East 14th Street, Seventeenth Ward.

BOYS' DEPARTMENT.

William Smeaton, Mt. Vernon, West'r Co. N. Y.
Brainerd W, Maples, Westport, Conn.
Addison J. Lyon, 213 East 11th street.
Miss Mary J. Poor, 71 S. 10th st., B'lyn, E. D.
" Rose A. Mullan, 336 East 12th street.
" Susie C. Stuyvesant, 208 East 51st st.
Mrs. Annie J. Walker, 5 Extra Place.
Miss Mary E. Cook, 397 Fourth avenue.
Mrs. Sarah C. Church, 212 East 81st street.
Miss Jane Ryan, 221 East 60th street.

GERMAN.

Mr. Ernest O. Hopp, 409 Sixth street.

GIRLS' DEPARTMENT.

Miss Carrie Hazeltine, 56 East 61st street.
" Mary Wilson, 167 Taylor st., B'lyn, E. D.
" Annie L. Whyte, 15 Third avenue.
" Elizabeth T. Doyle, 90 Second avenue.
" Maggie A. McCanary, 139 Avenue C.
" Cordelia S. Kilmer, cor. Broadway and 31st street.
" Maggie V. Broderick, 229 East 9th st.
" Kate M. Delaney, 303 East 23d street.
" Lizzie L. Foy, 12 MacDougal street.
" Mary E. Smith, 327 East 29th street.
" Eliza J. Broderick, 229 East 9th street.
" Barbara M. Moore, 79 St. Mark's pl.
" Carrie A. Turner, 258 7th street.

FRENCH.

Madame Fannie Carpentier, 301 East 53d st.

PRIMARY DEPARTMENT.

Miss Sarah E. Buckbee, 110 East 16th st.
" Margaret B. Milton, 108 1st street,
" Sarah A. Ryan, 326 East 24th street.
" Mary H. Tompkins, 30 Third street.
" Joanna M. Furlong, 415 Second ave.
" Annie McConnellogue, 1331 4th ave.
" Joanna M. Rourke, 142 First avenue.
" Alice A. Buckbee, 110 East 16th street.
" Julia Crinnion, 306 East 20th street.
" Maria Babcock, West Morrisania,
" Bertha Hummel, 207 East 17th street.
" Fannie H. Dudley, 108 East 14th st.
" Jennie C. Savage, 229 East 12th street.
" Ellen Hill, 307 East 65th street.
" Emma Smith, 212 West 14th street.
" Nellie A. Crapser, 6 Bedford street.

Miss Abigail J. Terry, 34 Seventh street.
" Margaret Phelan, 348 East 20th street.

MUSIC.

Frank Bartlett, 48 West 11th street.

DRAWING.

Frank Melville, 192 Prince street, Brooklyn.

JANITOR.

William Casey, on the premises.

Grammar School No. 20.

No. 160 Chrystie street, Tenth Ward.

BOYS' DEPARTMENT.

Alexander Morehouse, 238 West 37th street.
H. Wm. Smith, Elizabeth, N. J.
George A. Leonard, Mount Vernon, N. Y.
Henry M. Farrell, 141 Allen street.
Andrew H. Hart, 20 Downing street.
Miss Emmeline L. Hook 47 Second avenue.
" Elizabeth A. McKeachnie, 226 East 117th street.
" Elizabeth A. Hays, 65 Lexington ave.
" Mary E. Reynolds, 315 West 13th street.
" Margaret J. Beatson, 89 Seventh ave.
" Matilda L. Martin, 322 East 16th street.
" Jennie A. Howey, 14 Gansevoort street.
" Anna W. W. Smith, 332 West 48th st.

GERMAN.

Anton Füster, 153 Eldridge street.

DRAWING.

Heman P. Smith, 127 Eleventh street, B'lyn.

GIRLS' DEPARTMENT.

Miss Mary Maclay, 50 Eldridge street.
" Matilda Davis, 240 West 14th street.
" Mary E. Kerrigan, 112 Mott street.
" Ismena Z. Brown, 95 Conselyea street, Brooklyn.
" Anna M. Cullen, 408 East 16th street.
" Ida F. Peterson, 64 Seventh st., B'lyn.
" Emily M. Noe, 173 Carlton ave., B'lyn.
" Ella Haynes, 625 Lexington avenue.
" Josephine Edwards, 108 Washington avenue, Brooklyn.
" Rebecca C. Woodward, 113 East 54th st.

GERMAN.

Hedgwig von Ekensteen, 153 Allen street.

DRAWING.

Charles Severyn, 224 East[32d street.

PRIMARY DEPARTMENT.

Miss Annie Thomson, Gregory ave., Passaic, New Jersey.
" Maggie A. T. Lawrence, 61 Grove street, Brooklyn.
" Charlotte B. Charlock, 187 Duffield st., Brooklyn.
" Agnes J. Wright, Woodside, L. I.
" Eveline L. Clark, 3d av., bet. 139th and 140th streets.
" Mary A. Brennan, 127 Wythe av., B'lyn.
" Kate G. Macklin, 279 Mulberry st.
" Mary L. Hammel 335 East 75th st.
" Christiana S. Hutchinson, 56 Taylor st., Brooklyn.
Mrs. Margeret C. Healey, 221 W. Houston st.
Miss Sarah R. Watkins, 161 East 74th street.
" Harriet E Nedwell. 230 East 26th street.
" Mary G. Davis, 18 Cherry street.
" Addie E. Coulter, 454 West 49th street
" Isabella F. O'Neill, 156 Sullivan street.
" Caroline A. Murray, 223 West 20th st.
" M. Louise Nichols, 164 East 114th st.
" Jennie McMaines, 94 Ninth avenue.
" Matilda Cummins, 83½ Division street.
Mrs. Matilda Sherman, 59 Mercer st., J. C.

MUSIC.

George F. Bristow, Morrisania, N. Y.

JANITOR.

Smith Moore, in the building.

Grammar School No. 21.

Marion st., near Prince st., Fourteenth Ward.

BOYS' DEPARTMENT.

Edward J. Delaney, 323 West 50th street.
Nicholas Mulligan, 1463 Third avenue.
Miss Ellen A. Birmingham, 309 East 21st st.
William B. Clarke, 183 Madison street.
Miss Isabella M'Connellogue, 1331 4th av.
" Mary A. Connolly, 59 Marion street.
" Emma J. Scatliff, 98 East 4th street.

GERMAN.

Mrs. Elizabeth Rohrschneider, 132 White st.

DRAWING.

Francis O'Ryan, 305 East 52d street.

MUSIC.

George W. Pettit, 40 East 66th street.

GIRLS' DEPARTMENT.

Miss Maria J. Sweeny, 321 East 49th street.
" Alice E. Gormley, 168 Elm street.
" Mary A. Muldoon, 173 Hester street.
" Ellen McCloskey, 278 Henry street.
" Mary L. McGrade, 58 Marion street.
" Mary E. Kale, 774 Second avenue.
" Sarah C. Martin, 322 East 16th street.
" Mary A. Curran, 43 Franklin street.

GERMAN.

Mrs. Elizabeth Rohrschneider, 132 White st.

DRAWING.

Francis O'Ryan, 305 East 52d street

MUSIC.

George W. Pettit, 40 East 66'h street

PRIMARY DEPARTMENT.

Miss Catharine M. Connor, 476 Lexington avenue.
" Mary J. Willoughby, 311 East 41st street
" Mary A. Newcombe, 321 East 23d street
" Mary E. Lynch, 160 East 82d street
" Maggie E. Tansey, 121 Crosby street
" Annie A. Slevin, 172 Mulberry street
" Lizzie C. Kiggin, 318 Broome street
" Mary A. McGill, 231 Mulberry street.
" Mary J. Oliver, 513 Spring street, Elizabeth, N. J.
" Mary May, 152 Mott street

MUSIC.

Miss Mary A. Canary, 243 East 58th street

JANITOR.

James Hoare, in the building.

Grammar School No. 22.

Stanton, cor. of Sheriff street, Eleventh Ward.

BOYS' DEPARTMENT.

Sidney W. Merritt, 137 Hewes street, B'lyn, E. D.
Arthur M. Lee, 161 West 36th street
Oliver D. Cooke, 315 West 30th street
Miss Eliza B. Bielby, 89 South 1st street, Brooklyn, E. D.
" Agnes Koenen, 97½ Seventh street
Miss Mary E. Clark, 325 East 65th street
" Adolph. H. C. Paegelow, 215 Seventh st.
" Lizzie G. Milligan, 124 Avenue D.
" Maggie L. Burns, 233 Seventh street.
Mrs. Alice Van Voorhis, 135 Franklin street, Greenpoint.

GERMAN.

Paul E. Rasch, 101 Seventh street.

DRAWING.

Francis Melville, 192 Prince st., Brooklyn.

MUSIC.

George C. Rexford, 959 Sixth avenue.

GIRLS' DEPARTMENT.

Miss Frances J. Murray, 246 East 60th st.
" Elizab'th A. Devereux, 246 E. 60th st.
" Marion W. Holly, 236 Fifth street.
" Harriet A. Baxter, 65 East 86th street.
" Cornelia Howe, 72 Morton st., B'lyn.
" Rachel J. Wilbur, 126 Avenue C.
" Mary E. Macrae, 8 Columbia street.
" Caroline T. Huston, 148 Powers street, Brooklyn.
" Martha C. Milton, 108 First street.
" Matilda F. Smith, 115 Cannon street.
" Lily Murray, 297 Seventh street.

GERMAN.

Miss Helen A. Stein, 5 Mitchell place.

DRAWING.

Francis Melville, 192 Prince st., Brooklyn.

MUSIC.

George C. Rexford, 959 6th avenue.

PRIMARY DEPARTMENT.

Miss Julia A. Bell, 24 Third street.
" Annie M. Murray, 246 East 60th st.
" Eugenia Green, 161 East 71st street,
" Amelia Quick, 283 Clermont ave., B'lyn.
" Mary F. Hasson, 335 East 4th street.
" Rebecca M. Graham, 240 Seventh street.
" Betsy Robertshaw, 210 West 17th st.
" Sarah Oldenburg, 270 Rivington street.
" Amelia Repper, 337 East Houston st.
Mrs. Josephine Ross, 114 India st., Greenpoint.
" Euphemia Hamilton, 715 E. 9th street.
Miss Lizzie Fitz Gerald, 521 Pearl street.
" Minnie Schadel, 236 Seventh street.
" Margaret La Mond, 29 Sheriff street.
" Kate S. Hill, 734 East 9th street.

Miss Elizabeth Hunter, 84 Columbia street.
" Hannah R. Phillips, 195 Grand street
" Susan E. Crummy, 609 E. 11th street

MUSIC.

" Olive E. Barber, 156 Taylor st., B'lyn.

JANITOR.

William A. B. Wade, in the building.

Grammar School No. 23.

Nos. 32, 36 and 38 City Hall Place, Sixth Ward.

BOYS' DEPARTMENT.

Hugh P. O'Neil, 187 Monroe street.
William O'Brien, 312 East 86th stieet.
Miss Mary T. Lawlor, 107 Henry street.
" Jane McInroy, 58 Prince street.
" Leonora C. Crissy, 12 Commerce st.
" Julia Meaney, 389 Third avenue.
" Elizabeth Doyle, 51 Beach street.
" Rose Keeffe, 175 Henry street.

GIRLS' DEPARTMENT.

Miss Mary J. Gallagher. 46 Hester street
" Mary J. McDermott, 137 Madison street
" Margaret A. Riley, 215 Tenth avenue
" Elizabeth Wagner, 33 City Hall place
" Esther Phillips, 195 Grand street
" Teresa L. Atkinson, 131st st. and 5th avenue, Harlem
" Eliza A. McAndrew, 165 East 33d street

PRIMARY DEPARTMENT.

Miss Rose M. O'Neil, 187 Monroe street
" Catharine Duffy, 155 East 33d street
" Mary E. Quinn, 133 Madison street
" Esther M. Murphy, 127 Madison street
" Ellen E. McDermott, 137 Madison st.
" Sarah T. Warren, 115 East 85th street
" Kate T. Farrell, 35 Rutgers street
" Dora Neylan, 101 Hudson street
" Ellen A. Walsh, 63 St. Mark's place

MUSIC.

George C. Rexford, 959 Sixth avenue

DRAWING.

William Heinmuller, 428 Eight avenue

JANITOR.

James Ryan, 32 City Hall place

Gramar School No. 24.

Nos. 66 and 68 Elm street, Sixth Ward.

BOYS' DEPARTMENT.

James M. Sweeny, 264 Jay street, Brooklyn
Michael J. Dwyer, 121 Worth street
Miss Mary Sheren, 157 Grand street
" Mary E. Martin, 90 Varick street
" Honora M. O'Neil 187 Monroe street
" Margaret McKeon; 786 Third avenue
" Eileen Baurens, 95 Washington st., B'lyn

DRAWING.

William Heinmuller, 428 Eighth avenue.

GIRLS' DEPARTMENT.

Miss Margaret A. McCosker, 311 West 14th st
" Honorea D. Hogan, 294 Madison street
" Jane A. Grant, 311 West 14th street.
" Mary T. Green, 10 Leroy street.
" Mary Waddell, 326 West 11th street.
" Mary A. O'Rorke, 303 West Houston st,
" Louise M. Baurens, 95 Washington st., Brooklyn.

DRAWING.

Heman P. Smith, 127 11th st., Brooklyn.

PRIMARY DEPARTMENT.

Mrs. Mary S. McDermott, 75 East 10th st.
Miss Honora R. Sweeny, 264 Jay st., B'lyn.
" Elizabeth McHugh, 34 East 10th st.
" Mary J. Mulledy, 54 Wall street.
" Louisa I. Harsh, 511 Pearl street.
" Kate P. Garrett, Stapleton, Staten Isl'd
" Eliza J. McGrath, 10 Franklin street

MUSIC.

George C. Rexford, 959 Sixth avenue.

JANITOR.

James Wymbs, in the building.

Grammar School No. 25.

Fifth st., near First ave., Seventeenth Ward.

BOYS' DEPARTMENT.

Robert H. Pettigrew, 209 East 46th street
James Burke, 194 18th st., Brooklyn
Theodore S. Van Cott. 65 West 127th street
Miss Minnie A. Flowery, 231 Adams street, Brooklyn

Miss Mary J. Price, 359 East 50th street
" Lizzie A. Crommelin, 88 Perry street
" Lillie Swain, 95 Clinton place
" Adell Egbert, 52 Third st., South B'lyn
" Thusnelda Gorenflo, 162 Forsyth street
" Mary J. McCoy, 56 Jane street

GERMAN.

Adam E. Shulte, 313 Sixth street

GIRLS' DEPARTMENT.

Miss Hannah A. Sill, 156 Third street, Brooklyn, E. D.
" Caroline L. Langbein, 107 Norfolk st.
Mrs. Julia Collier, 315 East 13th street
Miss Elizabeth Schaefer, 344 East 9th st
" Emma V. Elliott, 118 Washington st, Newark
" Helen J. Baulch, 172 Essex street
" Hattie W. Esler, 310 East 27th street
" Caroline E. Cocks, 105 East 89th street
" Kate Fisher, 321 East 9th street
" Maggie T. O'Brien, 153 West 48th st.

GERMAN.

Mrs. Josephine M. Berry, 978 Eighth avenue

PRIMARY DEPARTMENT.

Miss Emma A. Knapp, 135 Clinton street
" Annie E. Baker, 60 Second avenue
" M. Louisa Byrdsall, 310 East 19th st.
" Hattie L. Gillett, 26 Jones street
" Annie E. Hogan, 179 East 78th street
" Ella F. Gleese, 302 East 31st street
" Kate V. Hill, 102 N. 9th st., B'lyn, E. D.
" Mary E. Cosgrove, 340 East 31st street
" Mary E. Kielly, 115 Third avenue
" Maggie Byrnes, 314 East 37th street
Mrs. Frances Funston, 131 Norfolk street
Miss Ida J. Purdy, 34 Seventh street
" Lizzie Cunningham, 75 Lexington ave.
" Emma A. Roth, 231 5th street.
" Kate C. Kiernan, 225 East 29th street
" Helen Lewis, 208 Sullivan street.
" Elise Attschul, 311 East 42d street,
" Maggie M. Marshall, 318 Fifth street.

MUSIC.

J. Frank Bartlett, 48 West 11th street

DRAWING.

Francis Melville, 192 Prince st., Brooklyn.

JANITOR.

George Killing, in the building

Grammar School No. 26.

Thirtieth street, near Sixth avenue, Twentieth Ward.

BOYS' DEPARTMENT.

Hugh Carlisle, 454 West 51st street
Charles Fayette Olney, 323 West 18th street
William H. Van Cott, 156 W. 14th street
Edward W. Rice. 232 East 50th street
Miss Henrietta McLennan, 450 W. 25th st.
" Charlotte Farrell, 195 Tenth avenue
" Annie Farrell, 195 Tenth avenue
" Sarah A. Scott, 185 East 71st street
" Sarah C. Kreemer, 331 West 32d street
" Elizabeth McCormac, 334 9th avenue
" Emily Pitman, 255 West 51st street
" Emma L. See, 237 West 31st street

GERMAN.

John M. Mayer, 125 East 85th street

DRAWING.

William Heinmuller, Eighth avenue

PRIMARY DEPARTMENT.

Miss Annie A. Murray, 408 West 33d street
" Mary E. Dimond, 236 West 36th street
Mrs. Mary S. Hinton, 4 West 29th street
Miss Rosalie T. Coughlan, 432 West 29th st.
" Jane E. Collins, 49 West 24th street
" Mary T. Guernsey, 52 West 24th street
" Elizabeth C. O'Rourke, 249 West 37th st
" Helen H. McGown, 313 Sixth st., J. C.
" Carrie L. Englehart, 315 West 13th st.
" Rachel Barnstone, 267 West 39th street
" Kate F. O'Gready, 230 West 38th street
" Mary A. Burke, 270 West 37th street
" Margaret A. Cook, 257 West 39th street
" Janet S. Haslett, 301 West 34th street
" Mary J. Purdy, 321 West 26th street
" Mary J. Gallagher, 457 West 32d street

MUSIC.

George C. Rexford, 959 Sixth avenue

JANITOR.

Jacob Windecker, on the premises

Grammar School No. 27.

Forty-second street, near 3d avenue, Nineteenth Ward.

BOYS' DEPARTMENT.

Joseph W. Cremin, 213 East 51st street

Edward A. Page, 320 West 32d street.
Thomas Mason, 184 Waverley place
Edward C. Kelly, 174 East 85th street
James V. Brady, 84th street, between 9th & 10th avenues
Miss Charlotte A. Smith, 431 East 57th street
Mrs. Julia M. Joyce, 411 East 75th street
Miss Louise Kraemer, 240 Eighth avenue
" Ellen M. Cremin, 213 East 51st street

MUSIC.

Anthony J. Davis, 233 East 78th street

DRAWING.

Rudolph Wassercheid, 898 Second avenue

GERMAN.

Miss Hannah Rosenberg, 1259 Third avenue

GIRLS' DEPARTMENT.

Mrs. L. O'Connell Johnson, 609 Third avenue
" Joanna J. Hill, 688 Lexington avenue
Miss Mary J. Farmer, 303 East 56th street.
" Alfarata A. Coughlin, West End, N. J.
" Mary F. Hassett, 200 East 46th street
" Marie C. Seebach, 14 East 129th street
" Clara L. Wolff, 324 East 42d street
" Mary E. Crowley, 245 East 77th street.

MUSIC.

Anthony J. Davis, 233 East 78th street

DRAWING.

Rudolph Wassercheid, 898 Second avenue

GERMAN.

Miss Dora Steckler, 150 East 53d street

PRIMARY DEPARTMENT.

Miss Elizabeth A. Martin, 123 East 70th street
" Jane McNespic, 154 East 90th street
" Kate Rush, 60 East 53d street
" Augusta L. Roe, 236 West 43d street
" Annie V. McMahon, 759 Third avenue
" Julia J. McGrath, 261 Mulberry street
" Annie M. O'Leary, 128th street, bet. 6th & 7th avenues
" Annie M. Kerland, 168 East 38th street
" Maria F. Donegan, 326 East 54th street
" Catharine Goodwin, 128 Lafayette ave., Brooklyn
" Emma A. McCabe, 165 East 86th street
" Mary E. O'Connor, 1173 Second avenue
Theodosia C. Wyckoff, 472 Third ave.

MUSIC.

Anthony J. Davis, 233 East 78th street

JANITOR.

James Keelan, in the building.

Grammar School No. 28.

Nos. 257 & 259 West 40th street, Twenty-second Ward.

BOYS' DEPARTMENT.

Joseph Finch, 143 West 44th street
Lewis M. Kolb, 409 West 46th street
Oren R. Gross, 342 West 32d street
Miss Annie M. Hoffmann, 325 West 43d street
" Barbara Gellan, 256 West 54th street
Mrs. Adelaide N. Storey, 370 West 35th street
Miss Anna F. Rogers, 357 West 50th street
" Jane C. McCarthy, 63d st., n'r Boulevard
" Kate Weeks, 409 Tenth avenue
" Christina Roy, 404 West 29th street

DRAWING.

John N. Van Everen, 331 West 48th street

GERMAN.

John M. Mayer, 125 East 85th street

MUSIC.

John F. Austen, 257 Henry street

GIRLS' DEPARTMENT.

Miss Rebecca S. Lowrey, 162 West 47th st.
Mrs. Eliza Sisk Daskam, 63 W. 35th street
Miss Mary J. Swift, 264 West 24th street
" Mildred L. Johnson, 56 W. 39th street
" Bridget T. Foshour, 218 E. 47th street
" Mary A. Flynn, Yonkers
" Helen C. Fox, 444 West 43d street
" Marion Finch, 143 West 44th street
" Helen C. Finch, 143 West 44th street

GERMAN.

John M. Mayer, 125 East 85th street

DRAWING.

Miss Emily C. Fox, 444 West 43d street

MUSIC.

Miss Madeleine Jeroliman, 448 W. 51st st.

PRIMARY DEPARTMENT.

Miss Louisa A. Bamman, 140 East 38th st.

Miss Emily S. Hanway, 406 W. 33d street
" Kate A. Walsh, 48 Madison street
" Mary L. Parsells, 407 9th avenue
" Kate Duffy, 435 West 56th street
Mrs. Mary E. McManus, 55 Lexington ave.
Miss Sarah Williams, 406 West 29th street
" Elizabeth Crawley, 1st ave., bet. 118th & 119th streets
" Jane E. Reilly, 1654 Third avenue
" M. Isabella Makewen, 214 W. 125th st.
" Lucy McSorley, 557 West 49th street
" Julia Kyle, 459 West 34th street
" Josephine C. Simpson, 444 Adelphi st., Brooklyn
" Margery Carey, 242 West 26th street
" Elizabeth A. Begen, 9 Stryker's row, West 52d street
" Frances A. Makewen, 214 West 125th st.
Mrs. Eleanor Dunn, 220 West 36th street
Miss Anna E. Page, 645 8th avenue
" Marietta Smith, 301 West 52d street
" Mary J. Kernan, 360 West 27th street
" Agnes McIlhinney, 732 11th avenue

MUSIC.

Mrs. Henrietta Seebach, 171 York st., J. C.

JANITOR.

John R. Vandervoort, on premises.

Grammar School No. 29.

Nos. 97 and 99 Greenwich street, First Ward.

BOYS' DEPARTMENT.

P. G. Duffy, Washington hotel, 1 Broadway
Thomas E. Cody, 414 East 9th street
Jerome A. Eisenlord, 373 Fifth street, Jersey City
James R. Finch, Bloomfield, N. J.
Miss Abbe A. Wright, 107 Hamilton street, Brooklyn.
Miss Bridget E. Neligan, 183 Madison street
" Kate E. Foley, 35 Willow pl., Brooklyn
" Kate C. Mahoney, 305 West 28th street

GERMAN.

Edmond J. Koch, 62 Montgomery st., J. C.

DRAWING.

Sarah J. Bailey, 141 Washington street

GIRLS' DEPARTMENT.

Miss Katherine W. White, 306 West 29th st.
" Annie E. Van Boskerck, 33 Morton st.
Miss Amy B. Butts, 213 York street, J. C.
" Elizabeth Carroll, 294 Henry st., B'lyn.
" Kate C Sheehan, 178 East 87th street
" Sarah Cohen, 521 Henry st., Brookiyn.
" Mary A. Veitch, 62 Hudson street

GERMAN.

Edmund J. Koch, 63 Montgomery st., J. C.

DRAWING.

Miss Sarah Bailey, 141 Washington street

PRIMARY DEPARTMENT.

Miss Bridget T. Armstrong, 32 State street, Brooklyn
" Mary R. O'Meara, 58 Beach street
" Annie M. Meehan, 35 Greenwich street
" Joanna C. Rice, 84 North Moore st.
" Joanna Stack, 72 Greenwich street
" Kate C. Hickey, 143 Washington street
" Kate O'Grady, 606 West 45th street
" Kate E. McCarthy, 12 Morris street
" Ellen M. Doyle, 29 Greenwich street
" Bridget E. Cowan, 50 Broad street

MUSIC.

Francis H. Nash, Morrisania

JANITOR.

Maurice Healey, in the building

Grammar School No. 30.

Baxter street, near Grand street, Fourteenth Ward.

GIRLS' DEPARTMENT.

Miss Catherine C. Connolly, 232 East 48th st.
" Mary McLain, 98 Hicks st., Brooklyn
Miss Mary O'Connor, 223 East 36th street
" Julietta Hunter, 1267 Lexington ave.

MUSIC.

George W. Pettit, 40 East 60th street

GERMAN.

Miss Rosalie Heylbert, 230 East 83d street.

DRAWING.

Francis O'Ryan, 305 East 52d street

PRIMARY DEPARTMENT.

Miss Ellen T. Ahern, 180 Forsyth street
" Eliza E. Dunn, 49 Macdougal street
" Joanna C. Quinlan, 23 Mangin street

Miss Mary E. Brady, 311 East 14th street
" Mary C. Evans, 34 West Houston street
" Sarah A. Ahern, 180 Forsyth street
" Margaret A. Cotter, 234 Mulberry st.
Mrs. Margaret McDonald, 156 Elizabeth st.

MUSIC.

Miss Mary A. Canary, 243 East 58th street

JANITOR.

Bernard Doran, 126 Mott street

Grammar School No. 31.

No. 200 Monroe street, near Montgomery, Seventh Ward.

BOYS' DEPARTMENT.

Henry P. O'Neil, 187 Monroe street
Thomas S. O'Brien, 165 Garden st., Hoboken, N. J.
Miss Mary C. Wheelan, 177 Carlton avenue, Brooklyn, L. I.
" Adelaide M. Tuers, 26 Governeur st.
" Phebe F. Stamper, 156 East Broadway
" Jane R. Reardon, 133 Cherry street
" Kate M. O'Neil, 187 Monroe street

GERMAN.

Charles Rau, 333 Broome street.

DRAWING.

Miss Cecilia Bassie, 317 East 13th street

MUSIC.

Miss Kate Fitzpatrick, 9 Montgomery st.

PRIMARY DEPARTMENT.

Miss Ellie Dennehy, 19½ Division street
" Mary A. Ebbets, 321 West 18th street
" Mary S. Ketcham, 654 Warren street, Brooklyn, L. I.
" Jane E. Beecher, 55 South 2d street, Brooklyn, L. I.
" Rosanna Ennis, 234 Monroe street
" Mary Walsh, 281 Monroe street
" Mrs. Bella F. Ryan, 331 Cherry street
" Mary A. McSorley, 648 Water street
" Margaret Dwyer, 122 East Broadway
" Johanna Neligan, 183 Madison street
" Jennie Byrnes, 325 East 32d street
" Margaret Roche, 44 Madison street

MUSIC.

Miss Kate Fitzpatrick, 9 Montgomery street

JANITOR.

Patrick Malone, in the building.

Grammar School No. 32.

35th street, near Ninth ave., Twentieth Ward.

BOYS' DEPARTMENT.

T. Dwight Martin, 161st st, near Morris pl.
Samuel Ayers, 22 West 11th street
Richmond B. Elliott, 160th street, near Grove avenue
Paul Hoffman, 14 West 28th street
Richard A. Sclater, 161 West 36th street
Miss Janet Young, Hudson City, N. J.
" Almira J. Danley, 259 West 25th street
" Maria J. Thompson, 148 West 37th street
" Helen V. Babcock, West Morrisania.
" Jessie L. Radford, 156 West 35th street
" Sarah J. Burtis, 414 West 33d street
" Gert. J. Chamberlin, 323 West 33d street
" Jemima Malcolm, 126 West 53d street
" Mary L. Yates, 344 Ninth avenue

GERMAN.

John M. Mayer, 125 East 85th street

DRAWING.

William Heinmüller, 428 Eighth avenue

PRIMARY DEPARTMENT.

Mrs. Kate P. Brown, 218 West 53d street
Miss Guillietta R. Kiersted, 200 W. 125th st.
" Josephine M. P. Hume, 260 South 1st street, Brooklyn, E. D.
" Martha A. Curry, 323 West 33d street
" Addie S Forbes, 177 West 45th street
" Mary M. Forster, 878 Lexington avenue
Mrs. Harriet H. Jones, 150 Waverley place
Miss Mary F. Gregory, 227 Second street, Jersey City
" Margaret J. Quinn, 429 West 37th street
" Eleanor V. Finch, 437 West 35th street
" Mira E. Kneale, 358 Ninth avenue
" Anna J. Stewart, 144 Rutledge street, Brooklyn, E. D.
" Mary C. Linen, 427 West 46th street
" Esther E. Moore, 388 West 32d street
" Elizabeth Van Tine, 420 West 19th st.
" Maggie L. Lee, 95th street and 8th ave.
" Adelaide Freeland, 430 West 34th street

Miss Emma Buffing, 690 Greenwich street
" Anna A. Graham, 434 West 19th street
" Annie C. Hurley, 457 West 28th street
" Julia Clemens, 112 Third avenue
Mrs. Sarah C. Parker, 105 West 49th street
Miss Ella A. Brophy, 434 West 25th street

MUSIC.

George C. Rexford, 959 Sixth avenue.

JANITOR.

Michael Conboy, in the building.

Grammar School No. 33.

No. 418 West 28th street, Twentieth Ward.

GIRLS' DEPARTMENT.

Miss Clara M. Edmonds, 8 Watts street
" Catharine F. Mahon, 134 East 56th street
Mrs. Amanda M. Putney, 8 Watts street
Miss Cecilia E. Whelan, 404 West 46th street
" Harriet A. Waterbury, 315 West 18th st.
" Jane A. Denton, 624 Sixth avenue
" Kate D. Schmitt, 146 East 34th street
" Elizabeth Shepherd, 104 West 39th st.
" Louisa C. Webster, 332 West 24th street
" Eliza L. Adair, 214 West 33d street
" Matilda Sioss, 372 West 35th street
" Margaretta Culbert, 362 West 27th street
" Mary A. Finch, 437 West 35th street
" Sarah Werner, 263 West 38th street
" Agnes L. Higgins, 218 West 30th street
" Angela Gallagher, 48 Tenth avenue
" Rebecca Dougherty, 112 West 33d street

DRAWING.

John N. Van Everen, 331 West 48th street

PRIMARY DEPARTMENT.

Miss Eliza Hoffman, 325 West 43d street
" Harriet M. Megie, 348 West 15th street
" Sarah M. Gordon, 18 Cottage place
" Mary F. Thompson, 310 West 14th st.
" Dorothea Dixon, 425 West 43d street
" Charlotte Pollock, 326 West 14th street
" Josephine Walker, 349 West 29th street
" Irene M. Gahagan, Morrisania
Mrs. Rose Holden, 213 West 28th street
Miss Harriet R. Hall, 403 West 28th street
" Rosanna M. Gillen, 234 West 31st street
" Eliza A. Coughlan, 432 West 29th street
" Jennie Barnstone, 267 West 39th street
" Emma L. E. Carroll, 38 East 33d street
Miss Jane A. Hind, 328 Eighth avenue
" Frances A. Canfield, 573 Eighth avenue
" Anna M. McGean, 433 West 32d street
" Isabella Roy, 404 West 29th street
" Eva L. Merrill, 423 Ninth avenue
" Ellen L. Quinn, 404 West 31st street
" Sarah A. Hartough, 407 West 30th st.
" Jane E. Hughes, 410 West 37th street

MUSIC.

George C. Rexford, 959 Sixth avenue

JANITOR.

Mr. James Reynolds, in the building

Grammar School No. 34.

Broome street, between Willett and Sheriff, Thirteenth Ward.

BOYS' DEPARTMENT.

Henry C. Martin, 216 Franklin ave., B'lyn.
Charles F. Hartman, 429 West 46th street
Alexander D. Stratton, Portchester, N. Y.
Miss Sarah Lockwood, 210 Rodney st., B'lyn.
Mrs. C. Josephine Belzer, 248 E. Broadway
Miss Elizabeth Dunn, 291 Delancey street
" Emma Osborn, 230 West 17th street
" Josephine A. Smith, 35 Morton street, Brooklyn
" Margaret Doscher, 170 Henry street
Mrs. Sarah J. Winsmore, 131 Sherman ave., Newark, N. J.
Dr. Ferdinand Sarner, 260 East 77th street

GIRLS' DEPARTMENT.

Miss Harriet N. Goldey,* 196 2d avenue
" Caroline H. Appleton, 208 Rutledge st. Brooklyn
" Mary A. Tremper, 180 Sands st., B'lyn.,
" Josephine Ostrander, 164 Macon street, Brooklyn
" Eleanor L. McDermott, 5 Lewis street
" Fannie M. Jenkins, Ave. A, near 120th street
" Charlotte E. Searle, 221 Delancey street
" Carrie A. Rosemon, 431 E. 120th street, Harlem
" E. Louise Barrows, 158 South 8th street, Brooklyn, E. D.
Mrs. Marion K. Case, 351 East 15th street
Miss Rosalie Griffin, 64 Avenue D
Mrs. Annie E. Boyne, 205 S. 3d street, B'lyn E. D.
Miss Emma Westphal, 7 Third street

* Resigned December 31, 1874.

PRIMARY DEPARTMENT.

Mrs. Hannah M. Gedney, 10 Attorney street
Miss Caroline M. Tracy, 155 Clinton street
" Mary C. Finn, 149 5th st., B'lyn, E. D.
" Eliza A. Boyle, 53 Broome street
" Kate A. La Roe, 41 Cannon street
" Kate A. Wallace, 60 Willett street
" Margaret Boyle, 53 Broome street
" Sarah A. Bucken, 21 Norfolk street
" Ellen A. Maguire, 104 Cannon street
" Mary A. Thompson, 27 Lewis street
" Anna I. McGuire, 605 West 49th street
" Eliza M. Robinson, 90 Johnson street, Brooklyn
" Jeannette L. Coomes, 27 Washington sq.
" Theresa W. Norris, 63 South 3d street, Brooklyn, E. D.
" Esther Jacobs, 254 Madison street
Mrs. Grace K. Follett, 317 East 14th street

MUSIC.

George H. Curtis, 510 DeKalb ave., Brooklyn

DRAWING.

Miss Almira C. Fitz, 335 East 15th street

JANITOR.

Michael Moran, in the building.

Grammar School No. 35.

13th street, between 5th and 6th avenues, Fifteenth Ward.

BOYS' DEPARTMENT.

John M. Forbes, 325 Cherry street, Elizabeth
Charles Gates, 223 N. 2d st., Roseville, N. J.
John Oddy, 490 Lexington avenue
Charles P. Fagnani, 39 East 33d street
Charles E. Lydecker, Maywood, N. J.
William Friedberg, 4 Rutgers street
Miss Arabella Fields, 154 Waverley place
" Cassie L. McFarland, 260 West 22d st.
" Mary J. McKune, 260 West 22d street
" Sarah E. Curry, 239 West 24th street
" Mary F. Redfield, 219 West 15th street
" Julia M. Behm, 17 Lafayette place
" Ella M. Hill, Plainfield, N. J.
" Helen L Todd, 308 West 15th street
" Kate Williams, 328 East 11th street
" Rachel W. Underhill, 102 McDougal st.
" Amelia Williams, 167 West 45th street
" Millie F. Gardner, 22 West 14th street
" Charlotte E. Coxhead, 143 East 33d st.
Miss Esther Tobias, 241 West 14th street
" Annie L. Cantrell, 101 West 29th street
" Emma L. Howser, 983 Third avenue
" Emma M. Pinner, 167 West 18th street

PRIMARY DEPARTMENT.

Miss Sarah C. Clark, 336 East 50th street
" Mary J. Brown, 9 Sixth avenue
" Lizzie I. Demarest, 319 Van Buren st., Brooklyn
Mrs. Louisa S. Brady, 79 Macdougal street
Miss Mary C. Jones, 415 Madison avenue
" Emily F. Mixer, 127 Hoyt street, B'lyn
" Lizzie Hogan, 56 East 4th street
" Mary H. Lynch, 87 Morton street.
" Florence Ballou, 392 Grand street, B'lyn
" Ella A. Totten, 254 West 14th street
" Mary E. McFarland, 260 West 22d street
" Eleanor Vanderbilt, 308 West 11th street

SCIENCE.

George Moore, 54 East 83d street

NATURAL PHILOSOPHY AND CHEMISTRY.

James Hyatt, Stanfordville, Dutchess Co.

DRAWING.

Edward Miller, 225 East 12th street

FRENCH.

George Batchelor, 648 Broadway

MUSIC.

George H. Curtis, corner Lafayette and Skillman streets, Brooklyn

JANITOR.

Joseph P. Bull, in the building

Grammar School No. 36.

No. 710 East Ninth street, Eleventh Ward.

BOYS' DEPARTMENT.

A. D DuBois,
William J. Goldey, 41 Montgomery street
Edgar Knickerbocker, 202 Broadway
Miss Henrietta Walters, 10 East 38th street
" Maria M. Kiernan, 321 East 23d street
" Emily F. Hunt, 134 East 16th street
" Rosanna E. O'Brien, 163 Monroe street
" Annabella Armstrong, 360 East 8th st.
" Matilda Orde, 141 East 13th street
" Mary L. DeWitt, 101 Avenue D

Miss Laura A. Walmsley, 9 Rutgers street
" William Luhr, 248 East 10th street

GIRLS' DEPARTMENT.

Mrs. Melinda N. Clarke, 121 Second avenue
Miss Charlotte R. Wooster, 241 East B'way.
" Eliza M. Jackman, Westfield, N. J.
" Rebecca M. Nicols. 11 Rutgers street
" Mary Good, 307 East 56th street
" Hester E. Theis, 322 East 4th street
" Emma L. Howe, 72 Morton st., B'lyn.
Mrs. Martha A. Gilbert, 77 East 4th street
Miss Emma L. Marsden, 296 13th st., B'lyn.
" Mary Buchholz, 221 West 14th street

MUSIC.

George W. Pettit. 40 East 66th street

DRAWING.

Francis Melville, 192 Prince street, B'lyn.

PRIMARY DEPARTMENT.

Miss Victoria A. Hulen, 317 East 14th street
" Ellen J. Moriarty, 322 East 51st street
" Sarah E. Roe, 266 Fourth st., Jersey City
" Mary L. F. Hunt, 215 S. 3d street, B'lyn
" Sarah L. Crummy, 607 East 11th street
" Maria Gillen, 304 East 37th street
" Mary E Hilliard, 267 East 7th street
" Frances C. Secor, 240 Seventh street
" Mary E. Gillman, 238 East 82d street
" Kate Bunce, 232 East 119th street
" Elizabeth Keller, 231 East 11th street
" Mary L. Lyon, 112 Avenue C
" Caroline M. S. Hill, 114 India st., B'lyn
" Amelia A. Litson, 349 Seventh street
" Mary Bauer, 206 Avenue B
" Mary H. Guiles, 255 Seventh street
" Maggie A. Foster, 340 East 4th street
" Susan M. Drake, 62½ Columbia st.
" Joanna E. Messenger, 106 Eighth street, Brooklyn, E. D.

MUSIC.

Miss Olive Barber, Taylor street B'lyn, E. D.

JANITOR.

John D. Murdock, in the building.

Grammar School No. 37.

87th street, n'r Fourth avenue, Twelfth Ward.

BOYS' DEPARTMENT.

William A. Owen, 163 East 81st street
Luke O'Rielly, 215 East 84th street
Richard H. Boyce, 525 East 86th street
William J. Cumming, Inwood, N. Y. City
Miss M. Helen Bell, Morrisania.
" Mary J. Lawson, 219 East 83d street
" Fannie A Strang, 163 East 81st street
" Margaret E Spence, 226 East 26th street
" Rebecca W. Gibbs, 43 East 128th street
" Jennie M. Candee, 143 East 120th street
" Anna C. Dunne, 238 East 123d street

GERMAN.

Herman H. Raven, 240 East 82d street.

GIRLS' DEPARTMENT.

Miss Margaret C. Cornell, 222 East 21st street
" Mary E. Elting, 445 East 86th street
" Mary Van Dyke, 325 East 124th street
" Rose Laughton, 317 East 14th street
" Ida R. Hulen, 317 East 14th street
" Annie J. Mackintosh, 445 East 86th st.
" Jennie S. Horne, 127th st., near 9th ave.
" Hattie S. Greenwood, 128 East 110th st.
" Ella M. Clark, 302 East 24th street
" Teresa C. Burke, 226 East 39th street

DRAWING.

Miss Julia C. Van Wagenen, 13 East 49th st.

MUSIC.

Hubert A. Daly, 124th street, bet. 2d and 3d avenues

PRIMARY DEPARTMENT.

Miss Margaret Mackean, 152 East 91st street
" Catharine A. Hebberd, 121 East 84th st.
" Adelaide Haight, 126 East 91st street
Mrs. Kate T. Smith. 145 East 90th street
Miss Elizabeth Falvey, 314 East 84th street
" Harriet E. Crawford, 234 East 112th st.
" Margaret Lawson, 219 East 83d street
" Vinnie Weed, 235 East 128th street
" Eliza Peterson, 163 East 90th street
" Mary DeForest, 49 East 84th street
" Mary Hammann, 182 East 123d street
Mrs. Mary Griggs, 230 East 105th street
Miss Alice P. Chipman, 22 West 14th street
" Rebecca J. Douglass. 132 East 121st st.
" Isabella McCusker, 149 East 113th street

JANITOR.

James W. Gallagher, 89th street, near Lexington avenue

Grammar School No. 38.

No. 12 Clarke st., near Broome, Eighth Ward.

BOYS' DEPARTMENT.

J. Elias Whitehead, 247 West 37th street
Charles T. Brush, Yonkers, N. Y.
David E. Gaddis, Whitestone, N. Y.
James P. Cloherty, 148 Java st., Brooklyn, E. D.
Miss Margaret Garvin, 458 West 18th street
" Kate O'Hara, 238 West 14th street
" Sarah Wild, 238 West 14th street
" Maggie Scanlon, 166 Spring street
" Emma C. Gibson, Bergen, J. C. Heights
" Annie M. Dalton, 15 Sullivan street

GIRLS' DEPARTMENT.

Miss Frances C. Church, 220 Spring street
" Eliza Inslee, 696 Greenwich street
" Annie D. Kydd, 360 West 35th street
" Lizzie Lewis, 326 4th street, J. C.
" Sadia E. Baird, 585 Broome street
" Lizzie Miller, 30 King street
" Mary E. Tate, 143 North Portland ave., Brooklyn.
" Ida S. Bailey, 70 Horatio street
" Mary R. Burger, 113 Leroy street
" Annie E Macvey, 143 West 10th street
" Mary E. Gager, 211 Second street, J. C.

MUSIC.

Francis H. Nash, Morrisania.

DRAWING.

Miss Almira Fitz, 335 East 15th street

PRIMARY DEPARTMENT.

Miss Frances A. Stevens, 227 S. 4th street, Brooklyn.
" Mary A. Nash, 51 East 112th street
" Jeannette Jollie, 30 Leroy street
" Kate E. Chatman, 322 West 46th street
" Sarah L. Frost, 48 Leroy street
" Teresa E. Bernard, 206 Mulberry street
" Isabella L. Breen, 259 Bleecker street
Mrs. Pauline L. Hartt, 2 St. Luke's place
Miss Adelaide J. Hawkins, 302 Spring street
" Grace Cook, 397 Fourth avenue
" Julia M. Smith, 207 East 32d street
" Jennie A. Blackstock, 66 Carmine street
" Mary M. Jordon, 63 Morton street
" Louise F. Ramsey, 229 Spring street

MUSIC.

Miss Annie Eager, 229 East 19th street

JANITOR.

Thomas Dean, on the premises.

Grammar School No. 39.

125th street, between 2d and 3d avenues, Twelfth Ward.

GIRLS' DEPARTMENT.

Miss Kate M. Falvey, 315 East 117th street
" Mary Granger, 321 East 82d street
" Carrie Ilsley, 139 East 127th street
" Minnie Ward, 206 West 125th street
" Rebecca Marshall, 17 West 42d street
Mrs. Claretta S. Godine, 58 West 128th street
Miss Gertrude E. Weed, 235 East 128th street
" Hattie C. Thompson, 105 East 121d st.
" L. Amelia Sackett, 55 East 125th street
" Henrietta R. Kelley, 149 East 113th st.
" Mary E. Tone, 114th street, between 9th and 10th avennes
" Emma Schoonmaker, 102 West 124th st.
" Mary Hebberd, 134 East 123d street
" Emma J. Lapham, 245 East 123d street

PRIMARY DEPARTMENT.

Miss Mary A. Freeman, 219 East 127th street
" Priscilla Brass, 146 East 118th street
" Eliza A. Freeman, 219 East 127th street
" Katie Crowe, 148th street, W. of Courtland avenue
" Mary L. Palmer, Larchmont Manor
" Grace De Forest, 215 West 124th street
" Mary C. Skeel, 33 East 110th street
" Sarah Hills, 2340 Fourth avenue.
" Cornelia Haynes, 100 East 111th street
" Eliza C. Barstow, 165th st., cor. Union avenue
" Mary S. De Forest, 215 West 124th st.
" Kate Hughes, 2265 Second avenue
" Mary F. Tabele, 233 East 126th street
" Frank E. Haynes, 100 East 111th street
" Kate A. Barstow, 165th st., cor. Union avenue

MUSIC.

Hubert A. Daly, 121st st., bet. 2d & 3d aves.

FRENCH.

Agnes Milne, 315 East 2th street.

JANITOR.

William McDowell, in the building.

Grammar School No. 40.

East 23d st., bet. 2d and 3d avs., Eighteenth Ward.

BOYS' DEPARTMENT.

Geoge W. Harrison, Flushing, Long Isl'd.
Andrew B. Williams, 134 East 127th street
Stephen S. Nash, 155 Bleecker street
Robert Clifton, 388 Van Buren st., B'lyn.
Thomas F. Carley, 305 East 34th street
Lawrence C. Buckley, 216 East 6th street
Joseph G. Furey, 214 East 36th street
Miss F. H. P. Mcginley, 145 East 33d street
" E. Ann Mead, 314 East 15th street
Mrs. Anna E. Shields, 207 East 35th street
Miss Mary A. Daly, 222 East 82d street
" Eleanor Malone, 344 East 19th street
Mrs. Charlotte E. Carty, 140 East 28th street
Miss Kittie A. Newell, 23 Stuyvesant place
" Maggie E. Corre, 218 East 79th street
" Catharine Kerr, 370 Washington street, Hoboken.
Mrs. Mary C. Reed, 316 West 25th street
Miss Carrie F. Tower, 145 East 33d street
" Maggie A. Renehan, 334 East 16th st.
" Ellen F. Dolan, 342 East 18th street
" Louise M Wait, 152 East 56th street
" Charlotte E. Tillman, 75 South 10th st., Brooklyn.

PRIMARY DEPARTMENT.

Miss Charlotte C. Wray, 11 East 28th street
" Martha McFarland, 260 West 22d street
" Eliza L. Graham, 335 West 18th street
" Mary E. Smith, 79 East 18th street
" Isabella S. Winslow, 147 West 49th st.
" Henrietta Northall, 35 East 21st street
" Jennie E. Rowe, 152 East 128th street
" Katie G. Lee, 319 East 29th street
" Emma L. Corsa, 131 East 84th street
" Katie A. McCann, 20 Varick street
" Katie Lamb, 240 East 28th street
" Mary K. Proud, 74 Morton street.

MUSIC.

George H. Curtis, Spencer st., near DeKalb avenue, Brooklyn.

DRAWING.

Edward Miller, 225 East 12th street.

JANITOR.

Andrew May, in the building

Grammar School No. 41.

Greenwich avenue, opposite Charles street, Ninth Ward.

SENIOR DEPARTMENT.

Miss M. Louisa Scott,
" Augusta Rohda, 211 West 11th street
" Arabella McCoy, 317 West 13th street
" Mary E. White, 87 Clinton place
" Ella Qua, 14 Commerce street
" Irene Pierce, 315 West 4th street
" Ella Hewlett, 84 Sixth avenue
" Chrissie Beames, 293 West 4th street

JUNIOR DEPARTMENT.

Miss Lizzie Cavanagh, 117 East 79th street
" Emily Scudder, 38 Perry street
" Eleanor Firth, 179 Third st., B'lyn, E. D.
" Addie L. McKee, 237 West 24th street
" Minnie McAdam, 47 Jane street
" Emmeline Miller, 407 West 28th street
" Josephine Whitney, 75 Bedford street
" Clara D. Grippen, 316 West 52d street

PRIMARY DEPARTMENT.

Miss Susanna Whitney, 75 Bedford street
" Catharine M. Fagan, 210 Waverley place
" Mary A. Connolly, 73 Jefferson st., B'lyn
" Mary Wells, 119 Perry street
" Margaret McNamee, 149 East 19th street
" Sarah Lilliss, 114 East 27th street
" Maggie McRae, 204 West 24th street
" Harriett A. Donaldson, 144 West 54th st.
" Mary E. Torboss, 17 Macdougal street
" Amanda Bates, 84 Attorney street
" Carrie Moore, 272 West 12th street
" Hannah Crow, 212 Waverley place

FRENCH.

George Batchelor, 648 Broadway

DRAWING.

Charles Severyn, 244 East 32d street

JANITOR.

John Findlay, in the building

Grammar School No. 42.

Allen street, between Hester and Canal, Tenth Ward.

BOYS' DEPARTMENT.

J. T. Boyle, 449 East 119th street
John Demarest, Passaic, N. J.

Robert B. Maclay, 59 Eldridge street
William L. Gaddis, 327 West 35th street
William H. Eustis, 125 East 10th street
Mrs. J. P. Reed, 108 Clermont av., Brooklyn.
Miss Annie Kammerer, 223 East 24th street
" Helen C. Robertson, 34 St. Mark's place
" Grace T Downs, 19 Carmine street
" Lydia Folger, 44 Lexington avenue
" Eliza J. Williams, Mott Haven, N. Y.
" Kate M. Stephens, 46 Hester street
" Mary A. Lynch, 31 Pike street

GERMAN.

Oscar Weineck, 80 St. Mark's Place

DRAWING.

Heman P. Smith, 127 11th street, B'lyn.

GIRLS' DEPARTMENT.

Miss Caroline Hopkins, 127 West 21st street
" Annie L. Post, 313 East 125th street
" Fannie Hollingshead, 166 Taylor street, Brooklyn, E. D.
" Mary J. Forbes, Woodside, N. Y.
" Emma E. Vail, 198 Park av., Brooklyn
" Augusta Burlew, 145 5th st., B'lyn, E. D.
" Mary E. Garretson, 255 West 24th st.
" Alice Beldernagel, 194 S. 4th street, Brooklyn, E. D.
" Kate Brown, 215 Division av., Brooklyn, E. D.
" Lillie R. Hopkins, 127 West 21st street.
" Kate C. Wentworth, 187 Grand street
" Carrie Adams, 224 East 83d street.

GERMAN.

Miss Augusta H. Volkmann, 414 E. 51st st.

DRAWING.

Charles Severyn, 244 East 32d street

PRIMARY DEPARTMENT.

Miss Pauline L. Loss, 229 East 50th street.
" Maria N. Daga, 247 East 31st street
" Ada F. Brown, 32 Orchard street
" Mary A. Hayes, 217 East 50th street
" Mary E. Jones, 4 Attorney street
" Mary A. Shannon, 154 Prospect street, Brooklyn.
" Frances A. O'Hare, 22 Prince street
" Nellie G. Kennedy, 364 Pearl street
Mrs. Fannie F. Wiley, 68 First street
Miss Emily Weiss, 60 First avenue
" Rebecca Moore, 265 Broome street
" Mary M. Knipe, 743 Washington street
Miss Emma Dougherty, 275 East Broadway
" Sarah L. Davin, 138 Lewis street
" Annie Ransom, 174 8th st., B'lyn, E. D.
" Maggie Stuyvesant, 208 East 51st st.
" Blah Hopkins, 127 West 21st street
" Annie H. Wentworth, 187 Grand street
" Amanda D. Tait, 691 Greenwich street
" Kate Callahan, 24 Corlear street
" Fannie Rutsky, 96 Division street
" Jane Butler, 76 First street
" Esther A. Adams, 215 Monroe street
" Mina Strasburger, 240 West 24th street
" Harriet Benjamin, 538 Third avenue
" Louise H. Rothert, 119 Suffolk street
" Mary Newman, 83 Taylor st., Brooklyn, E. D.
" Cornelia D. Banta, 307 East 21st street

MUSIC.

George F. Bristow, Morrisania.

JANITOR.

John C. Meyer, in the building

Grammar School No. 43.

Corner Tenth avenue and 129th street, Twelfth Ward.

MIXED DEPARTMENT.

Elijah A. Howland, 220 East 127th street
Miss Angeline F. Simpson, 207 E. 123d street
Mrs. Fannie L. Lee, 121 East 124th street
Miss Sarah A. Ramsey, 131 West 125th street
" Hattie J. Hosford, 152 East 129th street

MUSIC.

Hubert A. Daly, 249 East 121st street

DRAWING.

Michael A. Sullivan, 10th avenue, bet. 129th and 130th streets

PRIMARY DEPARTMENT.

Miss Rose M. Colgan, 205 East 36th street
" Julia T. Ray, 418 West 55th street
" Augusta A. Swartz, 7 Carman place
" Lizzie W. Garside, 111th street, near Boulevard
" Mary D. Moore, Lawrence street, bet. 10th avenue and Broadway

JANITOR.

John P. Staats, in the building

Grammar School No. 44.

Cor. North Moore & Varick st., Fifth Ward.

BOYS' DEPARTMENT.

Samuel Morehouse, 235 East 27th street
Arthur Murphy, 197 Adams street, Brooklyn
Daniel C. O'Connor, 223 East 36th street
James Moore, 194 Second avenue
Emanuel Hochheimer, 45 Avenue D
Miss Clara Hopps, 135 West 15th street
" Emma Ransom, 420 East 52d street
Miss Sarah A. Albro, 44 Charlton street.
" Marian H. Rumble, 36 W. Wash'ton sq.
" Susan G. Vernon, 95 Morton street,
" Kate A. Harley, 318 West 32d street.
" Emma Walker, 156 President st., B'lyn

GIRLS' DEPARTMENT.

Miss Jane A. A. Ebbets, 321 West 18th street.
" Sarah F. Miller, Wash'n av., bet. 175th and 176th streets.
" Harriette J. Packard, 51 N. Moore st.
" Mary J. Tait, 91 Clinton street.
" Mary M. Kelly, 79 North Moore street.
" Annie E. Read, 409 Cole street, J. C.
" Kate T. Beilby, 85 S. 5th st., B'lyn, E D.
" Annie E. Frazer, 193 Hudson street.
" Mary E. Hernberg, 95 Morton street.
" Almira E. Havens, 252 Washington st. Brooklyn.
" E. M. T. Hazleton, 69 Barrow street.

PRIMARY DEPARTMENT.

Miss Mary C. Tait, 337 West 12th street.
" Louise Higgins, 31 W. Washington pl.
" Jennie Stewart, 357 West 52d street.
" Lillie J. Smith, 273 West 22d street.
" Maggie Byrne, 52 Laight street.
" Emma M. Loudon, 15 Horatio street.
" Margaret Bensel, 16 Waverley place.
" Irene Moore, Governor's Island.
" Margaret Gregory, 570 Ninth avenue.
" Amelia L. Wedekind, 13 N. Moore st.
" Emma Puchafer, 384 Broome street.
" Julia F. Brundage, 321 W. 18th street.
" Bridget F. Meagher, 131 Cannon street.
" Sarah E. Frazer, 193 Hudson street.

MUSIC.

Geo. F. Bristow, Morrisania, 23d Ward, N Y.

DRAWING.

Emmie M. Wendt, 414 East 51st street.

JANITOR.

Cornelius Quinn, in the building.

Grammar School No. 45.

Twenty-fourth street, bet. 7th and 8th aves., Sixteenth Ward.

GIRLS' DEPARTMENT.

Miss Mary E. Tate, 100 Greenwich avenue
" Helen E. Sudlow, 127 West 16th street
" Emma S. Burger, 333 East 55th street
" Jane White, 339 West 20th street
" Kate Towers, 76 Lexington avenue
" Anna E. Pierson, 27 West 44th street
" Anna Baker, 180½ 3d street, J. City
" Rosalie A. Salingre, 158 West 26th st.
" Mary F. Jelliffe, 418 West 18th street
" Jennie Harper, 102 West 24th street
" Annie S. Dennis, 319 West 55th street
" Emma C. Craig, Linden, New Jersey
" Agnes Mawson, 247 West 39th street
" Kate A. McKee, 237 West 24th street
" Mary L. Jenkins, 116 Eighth avenue
" Alice S. Knox, 307 West 19th street
" C. Fannie Roe, 236 West 43d street

GERMAN.

Miss Anna Constantine, 109 East 39th street

DRAWING.

Francis Melville, 192 Prince street, Brooklyn

PRIMARY DEPARTMENT.

Miss Sarah E. Coley, 320 West 18th street
" Ella J. Clark, 360 West 12th street
" Mary H. Ewart, 255 West 20th street
" Mary P. Pierson, 27 West 44th street
" Harriet S. Hawley, 104 West 20th st.
" Sarah E. Gregory, 124 West 24th street
" Eloise J. Lock, 352 West 27th street
" Emma Gregory, 124 West 24th street
" Mary E. De Lamater, 519 W. 23d st.
" Mary T. McManus, 319 West 16th st.
" Annie L. Martin, 127 Eighth avenue
" Susanna Reehill, 80 Horatio street
" Marion Simms, 330 West 18th street
" Lucretia C. Graham, 320 West 25th st.
" Annie G. Herring, 27 N. Washington pl.

JANITOR.

John C. Hopper, 233 West 24th street

Grammar School No. 46.

156th street, and 10th avenue, Twelfth Ward.

BOYS' DEPARTMENT.

Stinson McIver, St. Nicholas avenue and 170th street
Mrs. Maria C. Jennings, 10th ave., and 157th street
Samuel Crosby, 159th st. and Tenth avenue
Mrs. Susan M. Kerr, Boulevard and 97th st.
Miss Mary H. Maloney, Fort Washington
Mrs. Fannie C. Crosby 159th street, and 10th avenue
Miss Hannah T. Murray, 161st st. and 10th avenue

GIRLS' DEPARTMENT.

Miss Matilda M. Landon. 10th ave. and 157th street
" Mary W. Swartz, 10th avenue, bet. 152d and 153d streets
" Mary Shires, 326 West 30th street
" Maggie E. Pettit, Manhattanville
" Nellie J. Cunningham, 157th street and 10th avenue
" Hattie H. Hastings, 156th street and 10th avenue

MUSIC.

Hubert A. Daly, 118th st., nr. 2d ave., Harlem

DRAWING.

Michael A. Sullivan, Manhattanville

JANITOR.

John Monaghan, in the building

Grammar School No. 47.

No. 36 East 12th street, Fifteenth Ward.

GIRLS' DEPARTMENT.

Miss Sarah E. Woodward, Jersey City Heights
" Josephine H. Sheldon, 176 Third avenue
" Juliet Clannon, East Orange, N. J.
" Antoinette Brush, 623 Lexington avenue
" Felicia A. Griffin, 228 East 82d street
" Kate M. Totten, 354 West 14th street
" Louise Oliver, 248 West 24th street
" Eliza A. Camp, 11 Poplar street, B'lyn.
" Mary Aug. Requa, 43 West 22d street
Mrs. Sara H. M. Belknap, 45 West 35th street
Miss Mary Schoonmaker, 311 East 124th street
" Isabella T. Holkins, Flushing, L. I.
Miss Marion E. Coppernoll, 132 Seventh st., Brooklyn, E. D.
" Annie E. Brown, 117 South 2d street, Brooklyn, E. D.
" Anna Banta, 130 West 16th street
" Jane E. Beale, 348 Lexington avenue
" Ann A. Schoonmaker, 311 East 124th st.
" Ann Eliza Kellogg, 18 West Washington place
" Caroline C. Jackson, 332 East 56th street

PRIMARY DEPARTMENT.

" Kate Requa, 426 West 34th street
" Frederica B. Moran, 343 West 31st street
" Grace A. Bevier, 41 East 10th street
" Lizzie Devoe, 37 Macdougal street
" Mary C. Kitchell, 784 Lexington avenue
" Emma B. Totten, 354 West 14th street
" Annie E. C. Beck, Linden, New Jersey
" Mary M. Bryan, 147 East 15th street
" Kate Andoun, 331 Madison avenue
" Mary J. McNeill, 581 Eighth avenue
" Ella Jane Huling, 613 Hudson street

SCIENCE.

George Moore, Yorkville

MUSIC.

George F. Bristow, Morrisania

FRENCH.

Honorine Chaurand.

DRAWING.

Edward Miller, 134 Second avenue.

JANITOR.

Conrad Lohr, in the building.

Grammar School No. 48.

No. 124 West Twenty-eighth st., Twentieth Ward.

GIRLS' DEPARTMENT.

Miss M. Louise Clawson, 135 East 15th st.
Mrs. Mary A. Colwell, 245 West 49th street
Miss Annie E. Brennan, 438 Sixth avenue
" Francis R. Scott, 185 East 71st street
" Susan H. Colvin, 275 West 36th street
" E. M. J. Hickey, 433 West 28th street
" Rebecca C. Duncan, 357 West 43d st.
" Emma L. Babcock, West Morrisania

Miss Carrie S. Hagar, 148 East 85th street
" Mary E. Nicholson, 331 West 27th st.
" Annie E. Newton, 198 Lexington ave.
" Esther B. Lawlin, 528 West 51st street.
" Gussie C. Beers, 239 West 14th street
" Clara Gninzburg, 306 West 33d street

PRIMARY DEPARTMENT.

Mrs. Catherine M. Botts, 238 E. 46th street
Miss Emeline Dowling, 259 West 36th street
Mrs. Jane E. Simms, 330 West 18th street
Miss Emily E. EcCallum, 272 Madison street
" Hannah A. Jollie, 405 West 33d street
" Anna L. Forbes, 418 West 44th street
" Juliet E. Palmatier, 218 East 81st street
" Isabel P. Hill, 432 West 43d street
" Annie E. Cox, 113 East 51st street
" Emma A. Reynolds, 243 West 31st street
" Hattie C. Edwards, 441 West 23d street
" Addie D. Gardner, 27 N. Washington sq.
" Isabella S. Haslet, 301 West 34th street

MUSIC.

George C. Rexford, 959 Sixth avenue

JANITOR.

Terrence McGuire, in the building

Grammar School No. 49.

East 37th street, near 2d avenue, Twenty-first Ward.

BOYS' DEPARTMENT.

William H. Wood, 230 East 39th street
James R. Pettigrew, 209 East 46th street
Oscar Birnbaum, 6 Mitchell place
John B. Skinner, 110 East 30th street
Miss Deziah Buckelew, 39 Johnson street, Brooklyn.
Matthew E. Smith, 35 East 20th street
Miss Catharine Carr, 153 East 26th street
" Isabella Castell, 228 East 39th street
" Susan E. Castell, 228 East 39th street
" Harriet A. Burke, 87 East 10th street
" Julia J. Albanesi, 218 East 36th street
" Anna M. Carr, 153 East 26th street
" Elizabeth M. Donohue, 354 2d avenue
" Emma J. Clintch, 147 East 90th street
John Harmon, 734 Second avenue
Miss Charlotte E. Bishop, 15 West 26th st.

DRAWING.

John N. Van Everen, 331 West 48th street.

GERMAN.

Louis Staudenmeyer, 613 Second avenue

GIRLS' DEPARTMENT.

Miss Frances E. A. Gutsh, 128 East 12th st.
" Cath. C. McCaffery, 71 Irving place
" Elizabeth W. Brown, 234 East 31st st.
" Emeline B. Johnson, 318 East 118th st.
" Victoria A. Towers, 176 Lexington ave.
" Anna S. Ray, 325 East 42d street
" Mary F. Murch, 115 East 24th street
" Isabella Jenkins, 116 Eighth avenue
" Jennie M. Greenwood, 128 E. 110th st.
" Agnes M. Smith, 202 Lexington ave.
" Mary E. Cooper, 216 East 35th street
" Helena A. Beecham, 135 avenue B
" Kate Allen, 344 Third avenue
" Mary E. Feirty, 157 Henry street
" Sarah C. Duffy, 119 East 112th street
" Belle F. Driscoll, 352 East 84th street

DRAWING.

Miss Susan M. Leverich, 210 East 36th st.

FRENCH.

John Moran, 147 East 27th street.

MUSIC.

Francis H. Nash, Morrisania.

PRIMARY DEPARTMENT.

Miss Sarah F. Buckelew, 39 Johnson street, Brooklyn.
" Charlotte A. Halstead, 224 E. 116th st.
" Sarah Adams, 307 West 41st street
" Sarah Armstrong, 152 East 33d street
" Emma E. Greenwood, 128 East 110th st.
" Annette Schveder, 421 West 47th street
" Kate Kissam, 118 East 127th street
" Hattie Ray, 325 East 42d street
" Addie Duncan, 168 East 113th street
" Annie Morris, 734 Second avenue
" Mary C. Smyth, — East 148th street
" Kate C. Ryan, 221 East 60th street
" Lucene Halstead, 224 East 116th street
" Margaret J. Finley, 234 East 40th street
" Arabella Hyland, 513 Third avenue
" Margaret E. Gehegan, 234 East 35th st.
" Lillie B. Wood, 121 East 83d street
" Anna A. Crawford, 234 East 112th street
" Emily S. Bathurst, 47 Jane street
" Fannie S. Hopkins, 306 East 37th street
" Jennie M. Pike, 231 East 33d street
" Margaret W. Lewis, 129 North Portland avenue, Brooklyn

JANITOR.

Nicholas Haag, in the building

Grammar School No. 50.

East 20th street, nr. Third avenue, Eighteenth Ward.

GRAMMAR DEPARTMENT.

Miss Letitia Mathews, 125 East 27th street
" Isabel Barr, 353 West 15th street
" Ellen Hoyt, Mott Haven.
" Sarah E. Stainburn, 144 Wilson street, Brooklyn, E. D.
" Isabelle Youngs, 116 Lexington avenue
" Kate V. Gregory, 323 East 42d street
" Sarah L. Jewett, 260 West 37th street
" Margaret Foster, 98 Dupont st., Greenpoint, L. I.
" Rebecca Wood, 36 East 4th street
" Adaline B. Reynolds, 315 West 13th st.
" Mary Holmes, 221 East 57th street
" Mary Berry, 276 Third avenue
" Lavinia Nichols, 131 East 127th street
" Anna M. Sayles, 4 East 30th street

PRIMARY DEPARTMENT.

Miss Susan Wright, 316 West 34th street
" Mary I. Moran, 343 West 31st street
" Mary A. Crothers, 150 West 27th street
" Ella F. Lewis, 774 Greenwich street
" Eliza A. Marston, 210 West 32d street
" Annie L. Hudner, 241 East 46th street
" Mary E. Hensey, 159 Third avenue
" Elizabeth J. Schwally, 88 S. 2d street, Williamsburgh
" Ellen I. Kelsey, 320 East 35th street
" Emily A. Ray, 325 East 42d street
" Yereth Frank, 231 East 53d street

MUSIC.

George H. Curtis, 510 DeKalb avenue, B'lyn

DRAWING.

Edward Miller, 225 East 12th street

JANITOR.

Samuel M. Bloomer, in the building

Grammar School No. 51.

West 44th street, between 10th & 11th avenues, Twenty-second Ward.

BOYS' DEPARTMENT.

Frederick W. James, 452 West 43d street
Evander Childs, 312 West 46th street
Martin H. Ray, 418 West 55th street
Arthur A. Skinner, 321 West 28th street
Arthur Kilgore, 237 West 43d street
Miss Susan M. Mack, 142 West 45th street
" Mary A. Sandford, 148 West 37th street
" Frances Comings, 96 Bank street
" Mary E. Ambler, 141 East 33d street
Mrs. Emma Currie, 419 West 47th street
Miss Mary E. Nunns, 147 East 26th street
" Susie Hill, 353 West 56th street
" Mary J. McGaughan, 245 West 49th st.
" Sarah E. Bock, 407 West 47th street
" Melvina H. McGuire, 605 West 49th st.
" Ella Lang, 418 West 44th street

MUSIC.

Francis H. Nash, Morrisania

PRIMARY DEPARTMENT.

Miss Margaret Walsh, 916 Eighth avenue
" Margaret A. Fox, 462 West 43d street
" Mary E. Kelly, 236 East 40th street
" Sarah A. Jutten, 350 West 55th street
" Ellen A. O'Donnell, 402 West 55th street
" Sarah M. Baldwin, 432 West 18th street
" Lydia Crowe, 454 West 49th street
" Mary K. Robertson, 301 East 62d street
" Alice Roden, 569 Seventh avenue
" Elizabeth Foley, 238 East 47th street
" Josephine Hatfield, 95 Barrow street
" Sarah A. Mildeberger, 432 West 18th st.
" Margaret Hosford, 265 West 39th street
" Margaret J. Cokely, 333 West 47th st.
" Clara L. Jones, 514 Tenth avenue
" Minnie E. Spalding, 220 West 48th st.

MUSIC.

Mrs. Henrietta M. Seebach, 171 York street, Jersey City

DRAWING.

John Van Everen, 331 West 48th street
Miss Emily Fox, 444 West 43d street

GERMAN.

John M. Mayer, East 85th street

JANITOR.

Owen Lynch, on the premises

Grammar School No. 52.

Corner Kingsbridge road and 206th street, Twelfth Ward.

BOYS' DEPARTMENT.

Gillespie Miller, Inwood

Miss Clara L. Flitner, Inwood
" Amelia S. Payson, Inwood
" Ella G. Shorey, 127th st., near 4th ave.

DRAWING.

Michael A. Sullivan, 129th st. & 10th avenue

MUSIC.

Hubert A. Daly, 121st street, near 2d avenue

JANITOR.

John Lahey, in the building.

Grammar School No. 53.

79th st., near Third ave., Nineteenth Ward.

BOYS' DEPARTMENT.

George White, Washington ave., bet. 170th & 171st sts., Morrisania, N. Y.
John S. Lyons, 333 East 65th street
Anthony P. Geraghty, 209 East 92d street
John M. Fitzsimmons, 353 Fourth avenue
Miss Helen J. McArthur, 160 East 92d street
" Adelaide Collins, 312 East 49th street
" Margaret Murray, 211 East 86th street
" Frances H. Molloy, 220 East 78th street
" Louella J. Lloyd, 215 East 48th street
" Kate Cruise, 229 East 80th street
" Mary W. McLaughlin, 145 East 126th st.
" Josephine De Leenheer, 262 E. 78th st.
Sigismund Hecht, 228 East Broadway

GIRLS' DEPARTMENT.

Miss Salomé Purroy, Fordham, N. Y.
" Mary E. Francis, 134 East 56th street
" Mary C. Purroy, Fordham, N. Y.
" Margaret M. Slattery, 324 East 57th st.
" Mary F. Geraghty, 209 East 92d street
" Teresa E. Bernholz, 410 West 53d street
" Mary J. Hutton, 162 East 91st street
" Sarah Breese, 163 East 64th street
" Elizabeth Antisell, 144 Fourth st., B'lyn, E. D.
" Eleanor F. Monks, 203 East 91st street
" Hermine Heylbut, 230 East 83d street
" Anna C. Kelly, 333 East 84th street

PRIMARY DEPARTMENT.

Miss Wilh. M. Bonesteel, 179 East 73d street
" Isabel M. Bryan, 846 Lexington avenue
" Adeline G. Kelly, 174 East 85th street
" Ellen F. Canty, 53 East 83d street
" Mary F. Rooney, 140 East 83d street
Miss Kate O'Meara, 405 East 52d street
" Mary E. Sawyer, 415 East 85th street
" Susan A. Cowhey, 200 East 39th street
" Fannie Du Moulin, 1622 First avenue
" Emma L. Smith, 1626 First avenue
" Jane J. Plunkett, 187 East 64th street
" Mary A. Spillane, N. W. cor. 88th street and Lexington avenue
" Kate J. Tunney, 58 Vandam street
" Mary Powers, 141 East 44th street
" Kate Thompson, 106 East 112th street

MUSIC.

Anthony J. Davis, 411 East 83d street
Charles H. Hauschel, 184 East 70th street

DRAWING.

Rudolph Wasserchcid, 898 Second avenue

JANITOR.

John Pye, in the building.

Grammar School No. 54.

104th street, cor. Tenth ave., Twelfth Ward.

GRAMMAR DEPARTMENT.

Jared S. Babcock,* 162 West 27th street
Hannibal Robinson, 46 West 10th street
Miss Margaret A. Porter, 113th st., bet. 9th and 10th avenues
" Carrie M. Colegrove, 222 West 123d st.
" Georgiana W. Porter, 113th st., bet. 9th and 10th avenues
Mrs. Amanda Simons, B'way, near 99th st.

PRIMARY DEPARTMENT.

Miss Eliza R. Knapp, 100th st., bet. 9th and 10th avenues
Mrs. Henrietta L. Wood, 75 East 130th street
Miss Carrie A. Utter, 106th st., n'r Boulevard
" Lizzie A. Shields, 96th st. and 8th ave.
Mrs. Annie M. Atwood, 131st st., bet. 7th and 8th avenues
Miss Agnes E. Freedman, 119 West 125th st.

MUSIC.

Hubert A. Daly, 124th street, near Third ave.

DRAWING.

Miss Julia C. Van Wagenen, 13 E. 49th st.

JANITOR.

William D. Deblois, in the building

* Resigned Sept. 20, 1874.

Grammar School No. 55.

No. 140 West 20th street, Sixteenth Ward.

BOYS' DEPARTMENT.

Thomas W. Conklin, 236 West 37th street
Thomas J. Meighan, Mamaroneck, N. Y.
G. M. Wilber, 140 West 20th street
M. H. Close, Plainfield, N. J.
Edward P. Pitcher, 75 Seventh avenue
Edger Vanderbilt, 324 West 30th street
Isaac Berlitzheimer, 253 East 32d street
Miss Mary A. Colston, 34 West 36th street
" Jennie Caldwell, 111 East 78th street
" Ellen D. Traphagen, 1 Flushing avenue, Brooklyn
" Jennie Ure, 412 West 29th street
" Mary M. Coffey, 140 West 20th street
" Fannie A. Coggswell, 140 West 20th st.
" Emma Watson, 140 West 20th street
" Mary T. Kelley, 168 Eighth avenue
" Lizzie Caldwell, 111 East 78th street
" Annie Hamilton, 351 West 17th street
" Abbie M. Smyth, 315 West 17th street

DRAWING.

Francis Melville, 192 Prince street, Brooklyn

PRIMARY DEPARTMENT.

Mrs. Hannah M. Rouse, 231 East 20th street
Miss Lizzie A. Pardee, 256 West 21st street
" Mary White, 339 West 20th street
" Emma Richards, 253 West 29d street
" Isabel Arnout, Tremont
" Mary J. Hill, 160 West 24th street
" R. N. B. McMillan, 332 West 19th street
" Anna C. Patton, 163 Seventh avenue
" Bella Cairns, 117 West 41st street
" Louise Morrison, 439 West 19th street
" Lizzie M. Salisbury, 222 West 28th st.
" Mary E. Murray, 222 West 20th street

MUSIC.

Robert Elder, 100 West 44th street

FRENCH.

George Batchelor, 648 Broadway

JANITOR.

Peter O'Neil, in the building

Grammar School No. 56.

West 18th st., bet. 8th & 9th avs., 16th Ward.

GIRLS' DEPARTMENT.

Miss Mary A. Simms, 330 West 18th street
" Elizabeth Loveridge, 40 Charlton street
Miss Adeline V. Sutton, 441 West 23d street
" S. Amanda De Bann, 52 Fort Greene place, Brooklyn
Mrs. Catharine Blauvelt, 408 West 46th st.
Miss Ellen C. Walsh, 221 7th street, J. C.
" Elizabeth Graham, 435 Classon avenue, Brooklyn
" Robina S. Gilchrist, 761 Sixth avenue
" Ellen A. Many, 435 West 35th street
" Elizabeth M. Barnes, 50 West 15th st.
" Blanche Millengen, 351 West 17th st.
" Anna I. Coe, 457 West 24th street
" Amelia Boiles, 428 West 18th street
" Anna Taggart, 67 Horatio street

GERMAN.

Mrs. Barbara M. Ringeling, 49 St. Mark's pl.

MUSIC.

Jonathan C. Woodman, Flushing, L. I.

DRAWING.

Francis Melville, 192 Prince st., Brooklyn

PRIMARY DEPARTMENT.

Miss Lucretia E. McGuire, 359 West 19th st.
" Emily R. Grafton, 167 Macon st., B'lyn.
" C. Cecilia Carey, 124 East 117th street
" Louisa Vandervoort, 478 West 34th st
" Jennie A. C. Hagar, 148 East 85th street
" Louisa Seaman, 225 Tenth avenue.
" Annie E. Barnes, 50 West 15th street
" Sophie T. Ecker, 453 West 17th street
" Rachel Smith, 439 West 44th street
" Maggie J. Robinson, 362 Ninth avenue
" M. Josephine Hyde, 77 Henry st., B'lyn.
" Annie M. Conklin, 328 West 18th street
" Ida L. Pollock, 250 West 22d street
" Ella Kissam, 348 West 15th street
Mrs. Jennie E. Archer, 10th street, Hoboken

JANITOR.

Dennis Gallagher, in the building.

Grammar School No. 57.

115th st., near 3d avenue, 12th Ward.

BOYS' DEPARTMENT.

Jacob S. Warner, 251 East 119th street
Charles McGregor, 142 East 128th street
Theodore B. Barringer, 515 East 119th street
Miss Alcy B. Greenwood, 128 East 110th street
" Mary Welsh, 305 East 116th street

Miss Louisa Engelchurch, 2291 Second avenue
" Emma Boone, 153 East 114th street
" Maggie R. Baird, 108 East 23d street
" Annie Nolan, 162 East 117th street
" Louisa Maxman, Lawrence st., bet. 9th and 10th avennes
" Mary J. Porter, 113th st., bet. 9th and and 10th avenues
" Isabella McCabe, 165 East 86th street
" Josephine Morgan, 103 East 4th street
" Mary Mitchell, 305 East 116th street
Mrs. Juliet Conklin, 251 East 110th street

PRIMARY DEPARTMENT.

Mrs. Elizabeth T. Vance, 1618 First avenue
Miss Marietta Clark, 219 East 126th street
" Mary L. McGuik, 206 East 119th street
" Clara A. Kearney, 136 East 121st street
" Emma Sowden, 114 East 128th street
" Clara Berson, 164 West 125th street
Mrs. Kate Rider, 1618 First avenue
Miss C. Elizabeth Gardner, 348 East 84th st.
" Edith E. Rendell, 110 East 124th street
" Mary F. Coachmon, 320 East 79th street
" Myra Townsend, 125 East 113th street
" Mary B. D. Locke, 33 East 110th street
" Maggie C. McGill, 231 Mulberry street
" Miss Alice DeForest, 215 West 124th st.
" Susie M. Brown, 410 East 85th street
" Louisa Probst, 538 East 120th street
" Minnie Clark, 129 West 124th street
" Marion J. Sears, 237 East 126th street

MUSIC.

Hubert A. Daly, 121st st., near Second ave.

DRAWING.

Julia C. Van Wagenen, 13 East 49th street

JANITOR.

Seth W. Valentine, in the building.

Grammar School No. 58.

Fifty-second street, near 8th avenue, Twenty-second Ward.

BOYS' DEPARTMENT.

John D. Robinson, 69th street, 12th house West of 10th avenue
Matthew J. Elgas, 238 West 48th street
Arthur A. Barrows, 108 West 45th street
Alfred T. Schauffler, Grand Union Hotel, Park avenue and 42d street
George H. Phelps, 108 West 42d street
Miss Fannie J. Scarlett, 10 Stryker's lane
" Mary E. Carroll, 436 West 51st street
" Kate E. Hogan, 256 West 24th street
Seth T. Stewart, 261 West 40th street
Miss Rosanna McMullin, 109 West 49th street
" Mary A. Cogan, 854 Eighth avenue
" Charlotte A. Bell, 16 East 75th street
" Carrie A. Hard, 322 West 52d street
" Jennie M. Bell, 16 East 75th street
" Emma Smith, 314 West 46th street
" Ella M. Hall, 219 West 15th street
" Jos. H. MacKenzie, West 84th street
" Adolph T. Hoffman, 325 West 43d street

GERMAN.

John M. Mayer, 125 East 85th street

MUSIC.

Francis H. Nash, Morrisania.

DRAWING.

John N. Van Everen, 331 West 48th street

PRIMARY DEPARTMENT.

Miss Maria Jasper, 217 West 42d street
" Mary A. Root, 442 West 51st street

BOYS'.

Miss Mary M. Skiffington, 314 West 47th st.
" Emma A. Egbert, 314 West 46th street
" Lizzie A. Danvers, 326 West 55th street
" Janet C. Burnette, 834 Eighth avenue
Mrs. Matilda T. Gray, 134 Ninth avenue
Miss Emma L. Preece, 151 West 46th street
" Mary E. Hale, 38 West 128th street
" Ida A. Davidson, 120 West 54th street
" Mary E. Rover, 319 West 20th street
" Susan M. Day, 212 West 50th street

GIRLS'.

Miss Mary J. Warden, 9 Perry street
" Kate Allen, 273 West 52d street
" C. A. Thompson, 97th st. & Boulevard
" Francis J. Duffy, 314 West 47th street
" Emily Fletcher, 124 West 54th street
" Mary Macfarlan, 97th st. & Boulevard
" Mary E. Stanton, 349 West 47th street
" Julia D. Vreeland, 321 West 28th street

MUSIC.

Mrs. Henrietta Seebach, 171 York street, Jersey City

JANITOR.

Frederic Meyer, in the building.

Grammar School No. 59.

East 57th street, near 3d avenue, Nineteenth Ward.

BOYS' DEPARTMENT.

John Boyle, 238 East 78th street
John Walsh, 304 East 41st street
William B. Wallace, 145 East 48th street
Samuel Greenbaum, 798 Second avenue
Elmer Poulsen, 211 East 86th street
Miss Margaret C. Cannon, 313 East 42d st.
Mrs. Mary E. C. Leverich, 111 East 86th st.
Miss Mary E. McCabe, 534 Second avenue
" Kate Kerland, 168 East 38th street
" Margaret C. Robinson, 303 East 34th st.
" Mary E. Hunt, 4th avenue, bet. 87th and 88th streets
" Clara P. Ormsbee, 322 West 48th street
" Mary J. Shaw, 967 Second avenue

GERMAN.

Laemmlein Buttenweiser, 1447 Third ave.

GIRLS' DEPARTMENT.

Miss Ellen R. Drew, 121 East 65th street
" Kate G. Broderick, 215 West 48th st.
" Kate E. Johnson, 223 East 87th street
" Olivia J. Hall, 642 Lexington avenue
" Mary T. J. Kelly, 153 East 85th street
" Isabelle Fraser, 205 East 85th street
" Katie F. Scanlan, 347 East 58th street
" Margaret O'Sullivan, 60 East 7th street
" Maria Christie, 351 East 87th street
" Sarah J. Coleman, 916 Third avenue
" Julia Richman, 414 East 50th street
" Elizabeth F. Anthony, 146 East 54th st.
" Adelaide C. Hays, 408 Lexington ave

MUSIC.

Charles H. Hauschel, 184 East 70th street

DRAWING.

Max Eglaw, 104 St. Mark's place

GERMAN.

Miss Elena Francfort, 310 East 14th street

PRIMARY DEPARTMENT.

Mrs. Mary E. Perley, 158 East 70th street
Miss Annie M. Walsh, 220 7th st., J. City
Miss Emma E. Brennen, 157 East 30th st.
" Margaret Sullivan, cor. of 61st st. and Second avenue
" Kate Thompson, 109 Sheriff street
" Emma C. Steer, 141 East 48th street
" Isabel Joyce, 340 West 59th street
" Mary A. Burke, 59 East 112th street
Mrs. Josephine Cozans, 246 East 60th street
Miss Amelia Smith, 329 East 40th street
Miss Anna E. McCabe, 307 East 62d street
" Sarah E. Morrell, 238 East 81st street
" Margaret Daly, 72d street & avenue A
Mrs. Josephine Hoppock, 206 East 57th street
Miss Ida C. Suydam, 445 East 119th street
" Anna M. Kelly, 153 East 85th street
" Marion Christie, 167 East 56th street
" Harriet L. Cooper, 223 East 23d street
" Lizzie Westbrook, 351 East 55th street
" Rebecca Hirsch, 60 Prospect place
" Theresa Friend, 107 East 65th street

MUSIC.

Charles H. Hauschel, 184 East 70th street

JANITOR.

Thomas Hogan, on the premises.

Grammar School No. 60.

College av., cor. 145th street, 23d Ward.

GIRLS' AND BOYS' DEPARTMENT.

(*Post Office, Mott Haven.*)

Jonathan D. Hyatt, 142d st., West of 3d ave., (Post Office, Mott Haven.)
Miss Mary E. Thurber, 135th st., East of Alex avenue
" Emma Caulfield, 156th street, West of Court. avenue
" Kate I. Hays, Wash'ton av., bet. 159th and 160th streets
" Mary F. Wimpress, College ave., near 143d street
" Elizabeth R. Beckwith, 142d st., West of College ave.
" Saide M. Webb, 142d st., West of College avenue.
" Ada C. Ostrander, 144th st., bet. College and Railroad avenues

PRIMARY DEPARTMENT.

Miss Caroline L. Purdy, Westchester ave., near Third

Miss Imogene Upson, 140th st., bet. Alex. and Willis avenues
" Mary J. Archer, St Ann's ave., near 149th street
" Annie Rae, 141st st., West of 3d ave.
" Minnie Fitzgerald, 155th st., West of Court. avenue.
" Almira Conklin, 3d ave , near 141st st.
" Jennie Menzies, 151st st., W. of Court. avenue
" Agnes Smith, 144th st., bet. College and Railroad avenues.
" Emma L. Nesbit, 170th st. & Wash. ave.
" Mary E. Robb, 142d st , West of Third avenue
" Ida Dorsett, 149th st., bet. Third and Court. avenues
" Julia Griebel, No. 25 East 20th street

GERMAN.

Charles Dietz, College ave., S. of 144th st.

DRAWING.

Edward Valois, 159th street, bet. Court and R. R. avenues

MUSIC.

Edward J. Biederman, 140th street, bet. Alex. and Willis avenues

JANITRESS.

Mrs. Helen Mason, 146th st., near College ave.

Grammar School No. 61.

Third avenue, bet. 169th and 170th streets, Twenty-third Ward.

GRAMMAR DEPARTMENT.

John B. Moore, 446 East 119th street
Miss Lucretia Felter, 230 West 39th street
" Sarah Spratley, Franklin avenue, bet. 167th and 168th streets
" Eleanor Ford, Washington avenue, bet. 169th and 170th streets
" Gertrude L. Maring, Railroad ave., bet. 169th and 170th streets
" Anna E. Rodney, Washington avenue, near 161st street
" Emma L. Sutton, 165th street, near Delmonico place
" Elizabeth C. Crowe, 148th street, near Courtland avenue

DRAWING.

Edward Valois, 159th st., bet. Courtland and Railroad avenues

GERMAN.

Charles Dietz, 144th st. and College avenue.

PRIMARY DEPARTMENT.

Mrs. M. L. Van Lieu, 162d street, near Morris avenue
Miss Charlotte H. Stearns, Washington ave., bet. 173d and 174th streets
" Kate A. Whealan, Cor. Courtland ave. and 161st street
" Miss Loretta Hovey, Fulton avenue, bet. 169th and 170th streets
" Augusta W. Hartley, 141st street, bet. Alexander and Willis avenues
" Eleanor Hillgrove, 3d ave., n. 167th st.
" Emma Flannigan, 163d st., near Morris avenue
" Anna M. Bell, Railroad avenue, near 166th street

MUSIC.

Francis N. Nash, 165th street, near Concord avenue

JANITOR.

John Weber, 3d ave, bet. 169th & 170th sts.

Grammar School No. 62.

Third avenue, bet. 157th and 158th streets, Twenty-third Ward.

MIXED DEPARTMENT.

William B. Silber, 5th avenue, near 129th st.
Miss Mary W. Plumer, Washington ave., bet. 169th and 170th streets
" Sarah Durell, 162d st., near Morris ave.
" Maggie C. Dixon, Eagle ave., bet. John and Cliff streets
" Sarah E. Doran, 165th st., near Gerard avenue
" Jane E. Fash, Washington ave., bet. 167th and 168th streets
" Lacella Sears, College ave., near 141st street
" Helen M. Albro, 159th st., near Elton avenue
" Haidee Reed, 133 West 41st street

GERMAN.

Charles Dietz, College ave., S. of 144th st.

DRAWING.

Edward Valois, 159th st., bet. Courtland and Railroad avenues

PRIMARY DEPARTMENT.

Mrs. Sarah M. Reins, Morris pl., cor. 162d st.
Miss Mary Morris, Union ave., near 164th st.
" Sarah J. MacPherson, Fulton ave., bet. 169th and 170th streets
" Marian A. Hagan, Lexington ave., bet. 91st and 92d streets
" Josephine Hammer, 3d ave., bet. 160th and 161st streets
" Hannah A. Whealen, Courtland ave., cor. 161st street
" Maggie McMahon, Washington avenue, cor. 160th street
" Lucy F. Bodly, East 143d st., near 3d avenue
" Emma Kay, Railroad ave., bet. 159th & 160th streets
" Eliza M. Kine, 226 East 59th street
" Caroline A. Gressman, Washington ave., bet. 164th and 165th streets
" Annie Teasdale, Fulton ave., bet. 167th and 168th streets

MUSIC.

Francis H. Nash, Forest ave., bet. Wall and George streets

JANITOR.

Hermann Hammer, 3d ave., bet. 157th and 158th streets

Grammar School No. 63.

Third ave., cor. 173d st., Tremont, Twenty-fourth Ward.

GRAMMAR DEPARTMENT.

Geo. H. Albro, Washington ave., Tremont
Miss Carrie Emanuel, 438 West 33d street
" Elizabeth C. Forster, 878 Lexington ave.
" Annie Durell, 162d st., W. Morrisania
" Frances L. Van Tine, 168th street, Morrisania.
" Ellen M. Van Tine, 168th st., Morrisania
" Amelia J. Wilsey, 168th st., Morrisania

GERMAN.

Miss Emma Phelps, Wash'ton ave., Tremont

DRAWING.

Miss Emma Sanford, 111 West 34th street

PRIMARY DEPARTMENT.

Mrs. Augusta B. Castor, Third ave., Tremont
Miss Adelia J. Westcott, Washington ave., Tremont
" Myra H. Chapman, 4th ave, Tremont
" Sara B. Webb, 4th avenue, Tremont
" Ida F. Feehan, Lafayette ave., Tremont

MUSIC.

Miss S. Lillian Wood, West Farms

JANITOR.

Geo. Cranston, Washington ave. & 173d st.

Grammar School No. 64.

South Fordham, cor. Avenue C and 2d street, Twenty-fourth Ward.

GRAMMAR DEPARTMENT.

William J. Kennard, Washington ave., near Fitch street, Tremont
Miss Sarah A. Cooper, 223 East 23d street
" Laura Mathews, Kingsbridge road, Fordham
" Helena Rowell, Kingsbridge road, Fordham
" Minnie F. Whitten, Thomas ave., Fordham
" Clara Waterman, Washington avenue, Tremont

DRAWING.

Miss Emma C. Sanford, 111 West 34th street

PRIMARY DEPARTMENT.

Miss Selina A. Flynn, Fordham
" Margaret J. Dunham, Madison avenue, Tremont
" Ellen A. Bailey, Waverley st., Tremont

MUSIC.

Miss S. Lillian Wood, West Farms

JANITOR.

James Como, Berrian ave. & 3d street, South Fordham

Grammar School No. 65.

Locust avenue, Twenty-fourth Ward.

BOYS' DEPARTMENT.

James Buckhout, Tremont
Miss Lizzie H. Thompson, Tremont
" Mary E. Guy, 318 East 120th street
" Julia A. Reynolds, Tremont
" Mary Boyd Everitt, West Farms
" Louise Haydock, (Fordham ave, bet. 1st and 2d streets,) Morrisania
" Caroline Q. Thompson, Tremont

GERMAN.

Miss Dora Eickwort, 2125 Second avenue

DRAWING.

Miss Emma C. Sanford, 111 West 34th street

PRIMARY DEPARTMENT.

Mrs. Louisa S. Upson, West Farms
Miss E. A. Abercrombie, 1041 Third avenue
" Fanny E. Bromiley, West Farms
" Maria W. Greenhalgh, West Farms
" Anna E. Sharpe, Tremont
" Kate Sawin, Tremont

MUSIC.

Miss S. Lillian Wood, West Farms

JANITOR.

George Perego, West Farms

Grammar School No. 66.

Kingsbridge, Twenty-fourth Ward.

GRAMMAR DEPARTMENT.

Isaac B. Sprague, Kingsbridge
Miss Nellie M. Mallen, Kingsbridge

PRIMARY DEPARTMENT.

Miss Frances E. Westburn, Tremont
" H. P. Fredenburgh, Yonkers
Mrs. Adelaide M. Cowan, 425 West 33d street

MUSIC.

Miss S. Lillian Wood, West Farms

DRAWING.

Miss Sarah A. Comans, Jersey City Heights

JANITOR.

Alexander Thompson, Kingsbridge

Grammar School No. 67.

Mosholu, Twenty Fourth Ward.

GRAMMAR DEPARTMENT.

William L. Bixby, Kingsbridge
Miss Susan M. Jordan, Riverdale

PRIMARY DEPARTMENT.

Miss Louise Studwell, Kingsbridge
" Elizabeth M. Baker, Highbridge

MUSIC.

Miss S. Lillian Wood, West Farms

DRAWING.

Miss Sarah A. Comans, Jersey City Heights

JANITOR.

William Carson, Kingsbridge

PRIMARY SCHOOLS.

Primary School No. 1.

No 105 *Ludlow street, Tenth Ward.*

Miss Lizzie L. Fitz Gerald, 56 Eldridge st.
" Kate R. Kimber, 1016 Pacific st., B'lyn.
" Mary G. King, 291 Hewes street, B'lyn, E. D.
" Jennie A. Fee, 404 East 117th street
" Anna E. Jones, 241 East 50th street
" Cynthia H. Murdock, 466 State street, Brooklyn, N. Y.
" Charlotte E. Warner, 213 Clinton st.
" Mary T. Riley, 32 Hester street
" Lavinia A. Dunn, 49 Macdougal street
" Carrie L. Patch, 339 East 41st street
" Maggie McQuade, 17 Allen street
" Amanda Warts, 528 Sixth avenue
" Carrie Jones, 141 Forsyth street
" Alice Murray, 28 West 127th street
" Margaret [T. Johnston, 20 Gouverneur street
" Mary J. Swan, 18 Gansevoort street
" Elizabeth Wilson, 307 East 26th street
" Hattie J. Willis, 238 West 37th street
Mrs. Hattie E. Hall, 96 East 10th street
Miss Mary Noble, 204 East 36th street
" Jennie R. Morris, 481 Park ave., B'lyn, E. D.
" Rachel S. Harris, 215 Monroe street
" Hilma A. Johnson, 302 West 52d street
" Emily B. Bryan, 147 East 15th street
" Margaret E. Eakins, 229 East 39th street
Mrs. Clara Duane, 206 Henry street

MUSIC.

George F. Bristow, Morrisania, N. Y.

JANITOR.

Philip Treffinger, in the building

Primary School No. 2.

No. 101 *Bayard street, Sixth Ward.*

Miss Sarah A. Foster, 109 Huron, Greenpoint
" Kate Mulrooney, 19 Oliver street
" Carrie Whiteford, 100 Adams st., B'lyn
" Celia A. Cullen, 21 Stuyvesant street
" Isabella A. Mulrooney, 19 Oliver street
" Ellen A. Cavanagh, 55 Roosevelt street

MUSIC.

George C. Rexford, 959 Sixth avenue

JANITRESS.

Mrs. Eliza Hennessey, 96 Bayard street

Primary School No. 3.

No. 100 *Cannon street, Eleventh Ward.*

Miss Annie McVey, 241 East 84th street
Mrs. Nancy Vaughan, 420 East 51st street
Miss Theresa Keating, 315 East 4th street
" Phebe Murdock, 250 109th street
" Matilda Magee, 10 Eighth st., Brooklyn E. D.
" Angeline De Camp, 113 Varick street
" Alice J. Farmer, 303 S. 1st st., Brooklyn E. D.
" Honora Fahey, 199 Avenue C

MUSIC.

Miss Olive E. Barber, 156 Taylor st., B'lyn E. D.

JANITOR.

William Fargo, 89 Cannon street

Primary School No. 4.

Sixteenth st., near First avenue, Eighteenth Ward.

Miss M. Louise Waring, 300 East 14th street
" Mary E. Lamb, 240 East 28th street
" Maggie Dougherty, 539 East 13th street
" Martha Mahoney, 440 East 14th street
" Annie Fitzpatrick, Avenue A, near 120th street
" Delia Clesham, 304 East 26th street
" Annie E. Scannell, 336 East 13th street
" Margery Lucas, 237 East 24th street
" Louise F. Lyons, 343 West 14th street
Mrs. Eliza V. M. Gustane, 166 East 66th st.
Miss Ella F. Timms, 232 East 22d street.
" Grace V. Talkington, 102 Greenwich ave

JANITOR.

Samuel Sturgeon, in the building

Primary School No. 5.

Nos. 269 & 271 *East Fourth Street, Eleventh Ward.*

Miss Julia C. Flanagan, 84 Second avenue
" Lizzie F. Palmer, 36 West Washington square
" Miss Anna M. Bunce, 232 East 119th st.
" Julia P. Orton, 310 East 13th street
" Amelia C. Chapin, 61 S. 4th street, Brooklyn, E. D.
" Mary A. Hogan, 96 S. 2d street, Brooklyn, E. D.
" Henrietta Lehwess, 348 Second avenue
" Emily Coles, 252 Second street
" Mary G. Magrath, 107 Classen ave, B'lyn
" Christina McLeod, 317 Third street
" Maggie Hilliard, 267 Seventh street
" Charlotte Bryant, 10 Dover street
" Aimee Sinclair, 215 East 34th street

MUSIC.

Miss Olive Barber, 156 Taylor st., B'lyn, E. D.

JANITOR.

Wm. F. Hammarth, in the building

Primary School No. 6.

Nos. 15 & 17 *Third street, Seventeenth Ward.*

Miss Mary C. Hepburn, 24 Third street
Miss Mary E. Waller, 77 Christopher street
" Esther K. Cone, 352 Second avenue
" Grace Greenwood, Tremont, N. Y.
" Ellen C. Burke, 27 West 4th street
" Sarah L. Hulsart, 20 Third street
" Carrie A. McCollister, 118 West 22d st.
" Jeannette W. Haley, 239 East 25th street

JANITOR.

William Weltz, 13 Third street.

Primary School No. 7.

No. 274 *West Tenth street, Ninth Ward.*

Miss Elizabeth E. Mead, 72 Barrow street
" Phebe A. Birdsall, 102 Second st., S. Brooklyn.
" Joanna Emmons, 268 West 19th street
" Margaret J. Chalmers, 424 W. 16th st.
" Malvina A. Biegel, 19 Bethune street
" Mary B. Van Buren, 140 W. Houston st.
" Addie Macdonough, 19 Morton street

JANITRESS.

Mrs. Catharine Ackerson, 274 W. 10th street

Primary School No. 8.

Nos. 62 *and* 64 *Mott street, Sixth Ward.*

Mrs. Anna C. McHugh, 42 West 15th street
Miss Kate A. McHugh, 42 West 15th street
" Sarah Devitt, 110 East 4th street
" Angela P. Murray, 220 East 82d street
" Alice L. Feirty, 157 Henry street
" Elizabeth J. McKeon, 33 Montgomery street
" Kate A. Neal's, 43 Mott street
" Ellen T. Lee, 214 Canal street
" Mary A. O'Donnell, 19 Rutger place
" Kate J. Murphy, 127 Madison street

JANITRESS.

Mrs. Ann Hart, in the building

Primary School No. 9.

No. 141 & 143 *East Houston street, Seventeenth Ward, (Temporary.)*

Miss Kate A. Rogers, 335 East 50th street
" Matilda H. Hoogland, 61 Broome street

Miss Helen P. Brinckerhoff, 16 Charlton st.
" Minnie T. Humbert, Yonkers
Mrs. Mary L. Kennedy, W. 125th st., H'lem.
Miss Bella V. Flinn, 60 Second avenue
" Mary L. Pringle, West Farms
" Elizabeth C. Reynolds, 141 Forsyth st.
" Annie C. Keating, 307 First avenue

JANITOR.

Charles Ling, Jr., 150 East Houston street

Primary School No. 10.

Cannon st., near Broome, Thirteenth Ward.

Miss Margaret L. Miller, 41 East 84th street
" Mary E. Northrip, 148 West 27th street
" Josephine Chinn, 163 Clinton street
" Harriet H. Raymond, 40 Clermont ave., Brooklyn
" Nettie A. Blair, 458 West 43d street
" J. E. Ostrander, 171 East 86th street
" Agnes Z. Conner, 116 S. 2d street, B'lyn, E. D.
" Isabelle A. Purdy, 1055 Dean st., B'lyn
" Anna E. Stewart, 81 Columbia street
" Emma A. Wamsley, 9 Rutger street

MUSIC.

Geo. H. Curtis, 510 DeKalb avenue, Brooklyn

JANITRESS.

Mrs. Rosanna Morgan, in the building.

Primary School No. 11.

No. 31 Vestry street, Fifth Ward.

Miss Frances A. Comstock, 62 Third street, Brooklyn, E. D.
" Mary Sherwood, 351 West 50th street
" Matilda Vesey, 223 Fourth street, J. C.
" Mary J. Frazer, 193 Hudson street
" E. Macdonough, 78 State st., Brooklyn
" Katie E. Wedekind, 13 N. Moore street
" Esther L. Myhon, 405 East 16th street

MUSIC.

Geo. F. Bristow, Morrisania

JANITOR.

Nicholas Mulhall, in the building

Primary School No. 12.

No. 85 Roosevelt street, Fourth Ward.

Miss Catharine J. White, 9 Madison street
" Maria E. Reardon, 133 Cherry street
" Ellen Lane, 257 West 41st street
" Anna M. Gos, 204 Clinton street
" Catharine Brophy, 108 Cherry street
" Mary G. Meagher, 95 Division street
" Mary F. Curtin, 77 Meeker avenue, Brooklyn, E. D.
" Mary C. Daly, 21 Hester street
" Catharine M. Ford, 7 Peck slip
" Rose Brophy, 108 Cherry street

MUSIC.

Miss Elizabeth F. Downs, 22 Oliver street

JANITRESS.

Mrs. Mary Blake, 95 Roosevelt street

Primary School No. 13.

Downing street, near Bleecker, Ninth Ward.

Miss M. Louisa Roome, 785 Greenwich st.
" Sarah R. M. Lake, 47 Morton street
" Jane B. McIndoe, 71 Jane street
" Angeline Tooker, 34 Clarkson street
" M. Ella Goudy, 15 Leroy street
Mrs. Annie S. Smith, 334 West 11th street
Miss Mary A. Hazleton, 69 Barrow street
" Anna C. Voorhis, 361 West 11th street
" Julia Hill, 36 Perry street
" Clara L. Byfield, 44 Downing street
" Libbie M. Wells, 216 High st., B'lyn.
" Amelia A. McCready, 135 Eighth ave.
" Fannie W. Vidal, 233 West 11th street

JANITOR.

William H. Pudney, in the building

Primary School No. 14.

No. 73 Oliver street, Fourth Ward.

Mrs. Margaret T. Donegan, 102 Waverley pl.
Miss Anna Goodwin, 84 Monroe street

Miss Theresa M. Gill, 212 East Broadway
" Catharine Dougherty, 124 Atlantic st., Brooklyn
Mrs. Elizabeth A. Brady, 75 Seventh street
" Mary A. Walsh, 24 Flushing avenue, Brooklyn
Miss Mary A. Locker, 287 Jay st., B'lyn.
" Mary A. Hayes, 30 Vandewater st.

MUSIC.

Miss Elizabeth F. Downes, 22 Oliver street

JANITOR.

Cornelius Danehy, in the building

Primary School No. 15.

No. 3 Stone street, First Ward.

Miss Sarah C. Hubie, 284 Second avenue
" Bridget C. Horan, 140 Washington st.
Kate Dolard, 49 Dominick street
Kate Corbett, 3 Carlisle street

MUSIC.

Francis H. Nash, Morrisania.

JANITRESS.

Mrs. William Westfall, in the building.

Primary School No. 16.

East Thirty-second street, near 3d avenue, Twenty-first Ward.

Miss Sara J. J. McCaffery, 71 Irving place
" Kate A. Fitzgibbon, 9 East 9th street
" Elizabeth A. Connor, 286 Mulberry st.
" Louisa E. Molloy, 220 East 78th street
" Kate A. Reid, 224 East 27th street
" Kate C. Walsh, 335 East 24th street
" Sarah C. Cornell, 332 East 59th street
" Sarah Beckett, 53 New Chambers street
" Nora G. Cotter, 300 East 34th street
" Alice M. Prendergast, 236 East 47th st.
" Maggie A. Kearney, 211 East 25th street
" Florence O'Keefe, 3 Orchard street
" Julia K. Dunphy, 213 East 29th street
" Emily D. Wilson, 242 East 27th street
" Kate L. Moran, 126 East 27th street
" Emily A. Keogh, 314 East 31st street
" Mary E. Wright, 92 Grove street
" Sarah A. Dickey, 326 East 35th street

MUSIC.

Miss Kate C. Walsh

JANITOR.

Patrick O'Toole, in the building

Primary School No. 17.

No. 252 West 42d street, Twenty-second Ward.

Miss Frances M Finch, 450 West 43d street
" Olive C. Smith, 126 West 41st street
" Eliza Gautier, 209 East 58th street
" Lucy McNespic, 154 East 90th street
" Catharine Connolly, 426 West 44th st.
Mrs. Catharine Gass, 216 West 36th street
Miss Emma F. Files, 314 West 47th street

MUSIC.

Mrs. Henrietta Seebach, 171 York street, Jersey City.

JANITRESS,

Mrs. Blackhurst, in the building.

Primary School No. 18.

No. 189 Waverley pl., near Bank street, Ninth Ward.

Miss Jane Walker, 349 West 29th street
" M. Isabella Williams, 341 W. 30th st.
" Lillie F. Biegel, 19 Bethune street
" Mary E. Smith, 355 West 11th street
" Josephine Attwell, 48 Morton street
" Anna Miller, 372 Bleecker street
Mrs. Elma Gore, 24 King street

JANITRESS.

Mrs. Susan F. Manning, 266 W. 11th street

Primary School No. 19.

Cor. Third avenue and 105th street, Twelfth Ward.

Miss Sarah Smith, 127 East 61st street
" Hattie A. Denniston, 438 E. 79th st.
Mrs. Eliza Silkman, 343 East 119th street
Miss Sarah Anna Hunt, 224 East 25th street
" Phebe A. Townsend, 128 E. 113th street
" Annie S. Bailey, Manhattanville

Miss Lydia N. Lowenstein, 402 E. 117th st.
" Amy M. Hough, 154 West 129th street

MUSIC.

" Hattie A. Denniston, 438 E. 79th street

JANITRESS.

Mrs. Sarah Lee, in the building

Primary School No. 20.

No. 187 Broome st., near Clinton, Thirteenth Ward.

Miss Ernestina F. Moll, 141 Division street
" Sarah A. Montague, 60 East 87th street
" Emily J. Fernald, 291 Third street
" Margery J. Hinman, 118 Mercer street, Jersey City
" Amy Connolly, 1 Jefferson street
" Martha Hageman, 81 Cannon street
" Laura A. Searle, 221 Delancey street
" Josephine Kane, 309 Henry street
" Jane E. McDermott, 5 Lewis street
" Kate Brady, 34 Willett street
" Martha L. Rockwell, 250 East 36th st.
" Josephine Seixas, 406 Classen avenue, Brooklyn.
" Helena McCarty, 141 Broome street
" Martha J. Burn, 513 Grand street
" Elmira H. Hanson, 30 Market street

MUSIC.

George H. Curtis, 510 DeKalb ave , B'lyn.

JANITRESS.

Mrs. Cornelia Donigan, in the building

Primary School No. 21.

Third avenue, near 49th street, Nineteenth Ward.

Miss Martha B. Miller, 41 East 84th street
Mrs. Sarah A Dupont, 14 East 59th street
Miss Emalyn Lawyer, 416 West 44th street
" Amelia M. Woodhull, 216 East 45th st.
" Eleanor M Gallagher, 321 East 53d st.
Mrs. Sarah J. Winsmore, 131 Sherman ave., Newark
Miss Josephine Sands, 207 East 42d street
" Mary H. Watkins, 407 East 116th street
" Bertha Lowenfels, 569 Second avenue.
Miss Abbie H. Comstock, 319 East 82d street
" Anna Sibbald, S. E. cor. 82d street and 1st avenue

MUSIC.

Charles Hauschel, 184 East 70th street

JANITOR.

Francis T. Hirseman, 129 East 50th street

Primary School No. 22.

Ninth street, corner First avenue, Seventeenth Ward.

Mrs. Emily M. Greenwood, Tremont, New York City
Miss Jane E. Haviland, 423 Trinity place, Elizabeth, N. J.
" Elizabeth Walker, 142 Stanton street
" Anna L. Ewing, 150 Jersey ave., Jersey City
" Kate C. Taff, 307 East 33d street
" Laura L. Brown, 318 West 22d street
Mrs. Louise J. Wetmore, 294 East Broadway
Miss Annie Cunningham, 124 East 24th street
" Rachel S. Gorlitz, 95 St. Mark's place
" Elizabeth Hewitt, 104 Waverley place
" Clara Roylance, 310 East 26th street
" Laura McWatters, 76 Macdougal street
" Isabella C. Palmatier, 218 East 81st st.
" Sara Barndollar, Tremont, N. Y. City.

MUSIC.

J. Frank Bartlett, 48 West 11th street

JANITRESS.

Mrs. Eliza Raegner, in the building.

Primary School No. 23.*

No. 17 St. Mark's place, Seventeenth Ward.

Miss Mary A. Underhill, 322 Fifth street
" Mary E. Flinn, 90 Second avenue
" Sarah L. Dolan, 210 East 31st street
" Leonora E. Banta, 307 East 21st street
" Olivia McDowell, 347 East 18th street
" Katie T. Reilly, 103 St. Mark's place

JANITOR.

Charles Eschenbach, on the premises

* Organized May 1, 1874.

Primary School No. 24.

Horatio street, near Hudson, Ninth Ward.

Miss Mary Waterbury, Washington Heights, N. Y.
" Anastasia H. Wixom, 312 W. 18th st.
" S. Elizabeth Wandell, 156 Waverley pl.
" Adelaide D. Boyce, Bayonne, N. J.
" Adaline Ellison, 208 West 10th street
" Susan Harriot, 353 West 30th street
" Marion J. Wood, 167 West 10th street
" Emma J. Hirst, 86 Bedford street
" Hattie McKinley, 732 Greenwich street
" Fannie Brownlee, 123 Suffolk street
" Etta J. Pierce, 76 Perry street
" Lizzie Vanderbilt, 308 West 11th street
" Ella B. Van Beuren, 140 W. Houston st.

JANITRESS.

Mrs. Mary Hunt, in the building

Primary School No. 25.

No. 545 Greenwich st., between Vandam and Charlton, Eighth Ward.

Miss Jane G. Hill, 136 West Houston street
" Anna R. Houseworth, 177 Grand street, Jersey City
" Jennie C. Cassady, 316 East 37th street
" Emily A. Shepard, 22 Vandam street
" Mary A. Curran, Yonkers
" Emma Neppert, 390 Canal street
" Mary J. Norcott, 216 West 17th street
" Isabel F. La Forge, 406 Sixth avenue

MUSIC.

Anna R. Houseworth, 177 Grand st., J. C.

JANITOR.

William Kinney, 535 Greenwich street

Primary School No. 26.

No. 536 East Twelfth st., Seventeenth Ward.

Miss H. Louise Clark, 314 West 33d street
" J. G. Cunningham, 124 East 24th st.
" A. V. Goodenough, 70 Java st., B'lyn, E. D.
" Maria M. Price, 312 E. 37th street
" Emma Van Ness, 85 S. 2d st., B'lyn, E. D.
" Catharine Tompkins, 30 Third street
" Maggie Lynch, 210 Sixth street
Miss Evelina Nungasser, 21 Seventh street
" Katie Lynch, 210 Sixth street
" Hannah F. Geaney, 219 East 25th street
" Nautie W. Woodward, 315 Second ave.
" Nannie L. Leverman, 123 Seventh st.
" Julia E. Mandelbaum, 259 E. 10th street
" Mary C. Dolan, 235 East 33d street

MUSIC.

J. Frank Bartlett, 48 West 11th street

JANITOR.

V. W. H. Fleming, in the building.

Primary School No. 27.

West 37th street, Twentieth Ward.

Miss Amanda M. House.
" Mary V. McKuskor, 424 West 35th st.
" Kate Le Sims, Leonia
" M. Jennie Updike, 507 West 22d street
" Ida L. Troutt, 309 West 19th street
" Annie Hollister, 316 West 26th street
" Kate M. Mooney, 219 West 13th street
" Frances Hall, 110 West 30th street
" Margaret McGinn, 135 Ninth avenue.
" Adaline Wilkinson, 384 Ninth avenue.
" Maggie E. Smith, 406 West 54th street
Mrs. Emma F. Carpenter, 438 West 34th st.
Miss Amelia Fraser, 526 West 51st street
" Eva C. Tompkins, 687 Greenwich st.
" Lizzie Goodyear, 302 West 54th street
" Emma Lowenthal, 432 West 51st street

MUSIC.

George C. Rexford, 959 Sixth avenue

JANITOR.

Samuel C. Haight, in the building

Primary School No 28.

No. 322 East Twentieth st., Eighteenth Ward

Miss E. A. Wilkinson, 1848 Third avenue
" Susan Cloherty, 148 Java st., reenp'
" Eleanor E. Taylor, 209 East 26th street
" Sarah E. Crouchley, 55 Lexington ave.
" Emma A. Hovey, 133 East 16th street
" Nellie Ford, 46 Jane street
" Jennie Dugan, 697 Second avenue
" Mary F. Lambert, 257 East 61st street

Miss Anna M. Lockridge, 315 East 26th street
" Julia Murphy, 164 West 35th street
" Sarah F. Dolan, 342 East 18th street
" Mary A. Walker, 283 First avenue
" Josephine Hatch, 52 East 20th street
" Sarah W. Hatch, 52 East 20th street

MUSIC.

" Julia Murphy, 164 West 35th street

JANITOR.

Timothy Curtin, 322 East 20th street

Primary School No. 29.

No. 433 *East* 19*th street, Eighteenth Ward.*

Miss Sarah Bodine, 418 East 58th street
" Annie Byrdsall, 310 East 19th street
" Mary L. Mitchell, 124 State street, B'lyn
" Irene Winchell, 286 Third avenue
" Laura J. Snell, S. W. cor. of 86th street and 1st avenue
" Lamartine Whiting, 245 East 21st street
" Maria E. Fitzpatrick, Avenue A, near 120th street
" Margaret Durnin, 194 Third avenue
" Mary E. Donohue 404 East 21st street
" Sarah A. Collins, 326 Second avenue
" Hannah A. McKeever, 114 Greene street, Greenpoint
" Mary McGarry, 124 Eagle street, Greenpoint

JANITRESS.

Mrs. Bridget Downey, 445 East 19th street

Primary School No. 30.

Ward's Island, Twelfth Ward.

Miss Mary Cunningham, 124 East 24th street
" Elizabeth A. Daly, 222 East 82d street

MUSIC.

Miss Elizabeth A. Daly.

Primary School No. 31.

Nos. 272 & 274 *Second street, Eleventh Ward.*

Miss Ellen F. Holly, 236 Fifth street
Miss Anna W. Birdsall, 169 East 81st street
" Margaret McCaffrey, 293 Third avenue.
" Julia J. Pethick, 123 Division av., B'lyn
" Hannah Cromer, 41 Clinton street
" Mary J. Birdsall, 169 East 81st street
" Annie M. Houseworth, 166 East 83d st.
" Tillie Willis, Mt. Vernon, Westchester County, N. Y.
" Maria Thompson, 20 Gouverneur st.
" Josephine Donohue, 437 West 44th st.
" Catherine Rode, 338 Pearl street
" Sarah Fahey, 199 Avenue C
Mrs. Joanna M. Addie, 302 Rivington street

MUSIC.

Miss Olive Barber, 156 Taylor st., Brooklyn

JANITOR.

James Butterfield, in the building

Primary School No. 32.

Kingsbridge Road and 186*th street, Twelfth Ward.*

Miss Annie T. Morrissey, 10th ave., bet. 130th and 131st streets
" Margaret Veitch, 206th street, Inwood.
" Mary E. Hart, 166 East 127th st., H'lem.

MUSIC.

Hubert A. Daly, 218 East 124th street.

JANITRESS.

Mrs. Abram O'Blenis, Fort Washington

Primary School No. 33.

Nos 222 *and* 224 *East* 75*th street, Nineteenth Ward.*

Mrs. Louise M. Galligan, 185 East 79th st.
" Anastasia B. Mahoney, 206 E. 86th st.
Miss Kate A. Breslin, 528 Second avenue
" Anna M. Phelan, 1260 Third avenue
Mrs. Emma T. Waterman, 244 E. 111th st.
Miss Kate F. Pine, 1020 Third avenue
" Kate T. Doyle, 124 East 32d street
" Sarah Phair, 893 Third avenue
Mrs. Lucy M. Reynolds, 248 Elizabeth st.
Miss Bertha Baruch, 226 East 30th street
" Sophia Lehwess, 348 Second avenue

Miss Adelaide Fairbanks, 146 E. 62d street
" Kate Maguire, 350 East 74th street
" Mary Mulshine, 344 East 59th street
" Mary E. McNamara, 1089 First avenue
" Emma M. Daly, 115 East 61st street
" Sarah M. Ford, 56 East 41st street

MUSIC.

" Bertha Baruch, 226 East 30th street

JANITOR.

(Vacancy.)

Primary School No. 34.

No. 293 *Pearl street, Second Ward.*

Mrs. Elizabeth Fox, 27 West 4th street
Miss Annie C. Rogers, 7 Fulton street
" Nora V. Hassett, 31 Depeyster street
" Hannah E. Fitzgerald, 15 Cherry street

MUSIC.

Nora V. Hassett, 31 Depeyster street

JANITOR.

William Furlong, in the building

Primary School No. 36.

Nos. 68 *and* 70 *Monroe street, 7th Ward.*

Miss Sarah E. Raywood, 28 Suffolk street
" Harriet A. Budd, 50 Norfolk street
" Maggie A. Blancy, 22 Jefferson street
" Ella F. Graham, 109 Ft. Green Place, Brooklyn
" Annie T. Manning, 81 Mulberry street
" Elizabeth C. Butler, 554 Grand street
" Cath. F. Cummings, 167 Monroe street
" Mary A. Coyle, 51 Monroe street
" Hannah J. Hayes, 358 Cherry street
" Mary A. Ducey, 204 Monroe street
" Cath. L. Manning, 158 Cherry street
" Maria J. Joyce, 470 Pearl street
" Annie E. Shannon, 154 Prospect street Brooklyn
" Kate E. McSorley, 648 Water street

MUSIC.

Mrs. Kate Fitzpatrick, Montgomery street

JANITOR.

Michael Brassel, in the building

Primary School No. 37.*

No. 67 *Warren street, Third Ward.*

Miss Mary E. Dunican, 13 North Moore st.
" Kate J. Carroll, 192 Atlantic st., B'lyn.
" Margaret A. Duffy, 40 Greenwich street
" Mary A. Hendricks, 67 Greenwich street

MUSIC.

Bertha V. Koehler, 47 Barclay street

JANITRESS.

Bridget Connolly, in the building.

Primary School No. 38.†

No. 117 *Cedar street, First Ward.*

Miss Mary E. Dunican, 13 North Moore st.
" Sarah C. Hubie, 8 2d street, Brooklyn
" Kate Dollard, 49 Dominick street
" Mary A. Cowan, 50 Broad street
" Margaret Duffy, 40 Greenwich street
" Mary A. Hendricks, 67 Greenwich st.

MUSIC.

Francis H. Nash, Morrisania.

JANITRIX.

Mrs. Daniel O'Connell, in the building.

Primary School No. 38.‡

No. 27 *West* 124*th street, Twelfth Ward.*

Miss Susan S. Edney, 342 East 109th street
" Juliet Pearson, 50 East 125th street
Mrs. Theresa F. Paton, 135 East 118th street
Miss Fannie E. Edney, 342 East 109th street
" Annie Merritt, 5th ave., bet. 124th and 125th streets
" Adelaide Haydock, 165th st. and 3d avenue
Mrs. Georgiana Coffey, 4 West 107th street

MUSIC.

Miss Juliet Pearson, 50 East 125th street

JANITOR.

John McGonegal, in the building

* Organized May 1, 1874. † Discontinued May 1, 1874. ‡ Organized May 1, 1874.

Primary School No. 39.

No. 194 and 196 7th street, Eleventh Ward.

Miss Henrietta Fisk, 324 East 4th street
" Eleanor M. McGee, 10 Eighth st., B'lyn.
" Charlotte A. Morris, 55 South 4th st., Brooklyn
" Patience A. Hallett, 221 Third st., B'lyn
" Elmira Lemon, 234 Classon ave., B'lyn.
" Amelia Bauer, 206 Avenue B
" Marion A. Conner, 642 East 9th street
Mrs. Marietta Hogg, 319 Third street

MUSIC.

Miss Olive Barber, 156 Taylor street, B'lyn.

JANITOR.

Austin A. Edwards, in the building

Primary School No. 40.

Corner 7th avenue and 49th street, Twenty Second Ward.

Miss Julia M. Elliott, 214 West 125th street
" Henrietta L. Egbert, 314 West 46th st.
" Lizzie M. Bell, 214 West 45th street
" Alice G. Styles, Yonkers
" Margaret A. McGown, 312 6th st., J. C.
" Mary F. Golding, 481 West 57th street
" Cornelia Walter, 248 West 49th street
" Jennie A. Parsells, 407 Ninth avenue
" Kate Burnett, 834 Ninth avenue
" Julia K. Root, 442 West 51st street

MUSIC.

Mrs. Henrietta M. Seebach, 171 York street, Jersey City.

JANITOR.

James Wilson, 200 West 49th street

Primary School No. 41.

No. 516 West 52d street, 22d Ward.

Miss Mary E. O'Keefe, 242 West 50th street
" Julia M. Scarlett, 10 Stryker's lane
Mrs. Anna C. Flynn, 273 West 52d street
Miss Mary K. O'Donnell, 402 West 55th st.
" Mary Corey, 315 West 44th street
Mrs. Sarah A. Richardson, 243 W. 50th street
Miss Mary Fletcher, 124 West 54th street
" Julia Ash, 135 East 58th street
" Margaret O'Brien, 341 West 50th street

MUSIC.

Mrs. Henrietta Seebach, 171 York street, Jersey City.

JANITOR.

Patrick Gormley, 520 West 52d street

Primary School No. 42.

East 88th st., near 2d ave., 12th Ward.

Mrs. Harriet I. Craver, 109 East 12th street
Miss Letitia Smith, 105 East 84th street
" Abbie E. Scott, 2257 Second avenue
" Agnes McGuire, 32 Ft. Greene place, Brooklyn
Fannie M. Smith, 10 East 12th street.
Mrs. Elizabeth S. Smith, 1256 Lexington ave.
" Martha Peters, E. 81st st. & Madison avenue

MUSIC.

Hubert A. Daly, 121st st. and 2d avenue

JANITOR.

Patrick Long, in the building.

Primary School No. 43.

Ogden ave., S. of Orchard st., 23d Ward.

Miss Frances C. Turney, 159th st., West of Courtland avenue
" Mary J. Kennedy, Lind ave. & Union st
" Agnes S. Huston, 116th st. & 1st av.

JANITRESS.

Mrs. Richard Moore, house adj. the school building

Primary School No. 44.

Concord ave, near 145th st., 20th Ward.

Miss Kate Morris, Union ave., near 165th st.
" Emily R. Caughlan, Morris ave., near 154th street
" Eloise Archer, St. Ann's ave., near 149th street
" Julia Lynch, Concord ave. and 165th st.

MUSIC.

E. J. Biedermau, 140th st., E. of Alexander avenue

JANITRESS.

Mrs. Margaret E. Gilber, Concord ave., near 145th street

Primary School No. 45.

Clinton avenue, Mount Hope, Twenty-fourth Ward.

Miss Adelaide M. Sheak, Tremont
" Mary C. Tarbox, Tremont
" Sarah E. Tarbox, Tremont
" Alice A. Van Tine, Morrisania
" Martha P. Woodall, Tremont
" M. Louise Wood, Tremont

MUSIC.

Miss S. Lillian Wood, West Farms.

JANITOR.

Henry Meyer, Tremont

Primary School No. 46.

Spuyten Duyvil, Twenty-fourth Ward.

Miss Mary A. Gilchrist, Spuyten Duyvil
" Margaret K. Dominick, 323 East 20th st.

JANITOR.

Peter Berrian, Spuyten Duyvil

Primary School No. 47.

Williams Bridge, Twenty-fourth Ward.

Miss Sarah E. Stone, Williams Bridge
" Lizzie A. Webb, Tremont, N. Y.

MUSIC.

Miss S. Lillian Wood, West Farms

JANITOR.

Richard V. Odell, Fordham

Primary School No. 48.

Hoffman st., Belmont, Twenty-fourth Ward.

Miss Margaret Shea, Fordham
" Louise Inslee, 696 Greenwich street
" Annie C. Ging, Fordham

JANITOR.

Stephen H. King, Fordham

COLORED SCHOOLS.

Colored Grammar School No. 1.

No. 135 Mulberry street, Fourteenth Ward.

BOYS' DEPARTMENT.

John Peterson, 279 S. 3d street, B'lyn, E. D.
Peter H. Loveridge, 283 S. 3d st., B'lyn, E. D.
Wright Seaman, 135 Mulberry street

GIRLS' DEPARTMENT.

Mrs. Eliza Gwynne Ferris, 177th and Waverley streets
Miss Julia E. A. Wood, 90 Wooster street
" Catharine Harley, 6 City Hall place
" Emma L. Hagerman, 23 Charles street
" Charlotte Thomas, 15 York street

MUSIC.

George W. Pettit, Broadway and 10th street

DRAWING.

Mrs. Eliza M. Newbury, 23 East 24th street

JANITRESS.

Mrs. Jane Treadwell, in the building

Colored Grammar School No. 2.

South Fifth avenue, near Broome st., Eighth Ward.

GIRLS' DEPARTMENT.

Miss Caroline Hamilton, 80 Wooster street
" Kate Stanley, 213 Thompson street
" Emily B. Thomas, 15 York street

DRAWING.

Mrs. Eliza M. Newbury, 23 East 24th street

MUSIC.

William Appo, 13 Grand street

PRIMARY DEPARTMENT.

Mrs. Mary E. Tripp, 587½ Lafayette avenue, Brooklyn.
Miss Angeline Dawley, 50 Sullivan street
" Johannah Parker, 15 Cornelia street
" Julia A. Johnson, 11 Grand street
" Catharine Brady, Woodside, L. I.

MUSIC.

Mrs. Virginia Montgomery, 202 West 27th st.

JANITOR.

Theodore Dey, 374 Seventh avenue

Colored Grammar School No. 3.

West 41st street, bet. 7th & 8th aves, Twenty-second Ward.

GRAMMAR DEPARTMENT.

Charles L. Reason, 242 East 53d street
Ransom F. Wake, 1479 Bergen st., Brooklyn
Miss Mary E. Eato, 2 Minetta street
" Mary E. Nichols, 127 West 31st street
Mrs. Elizabeth J. Graham, 543 Broome street
Miss Eliz'th W. Thompson, 242 East 53d st.

PRIMARY DEPARTMENT.

Miss Cath. A. Thompson, 323 West 37th st.
" Letitia D. Wright, 221 West 40th street
" Jane L. Eato, 2 Minetta street
" Alice C. Wright, 221 West 40th street
" Emma B. Smith, 243 Pearl st., B'lyn.

DRAWING.

Mrs. Eliza M. Newbury, 23 East 24th street

MUSIC.

William Appo, 13 Grand street

JANITRESS.

Mrs. Delia Stuart, in the building.

Colored School No. 4.

No. 128 *West* 17*th street, Sixteenth Ward:*

GIRLS' DEPARTMENT.

Mrs. Sarah J. S. Tompkins, 142 Amity street.
Miss Florence T. Ray, 311 East 62d street
" J. Imogen Howard, 50 Sulfivan street
Mrs. Adeline O. Leonard, 413 Carlton avenue, Brooklyn.

PRIMARY DEPARTMENT.

Mrs. Ann E. Stewart, 283 S. 3d street, B'lyn, E. D.
Miss Sarah A. Wharfield, 117 West 30th st.
" Emma B. Magnam, 239 West 41st street

DRAWING.

Mrs. Eliza M. Newbury, 23 East 24th street

MUSIC.

William Appo, 13 Grand street

JANITRESS.

Mrs. L. M'Crea Pritchard, 128 West 17th st.

Colored School No. 6.

No. 95 *Allen street, Tenth Ward.*

GIRLS' AND BOYS' DEPARTMENT.

Mrs. Mary M. Moreau, 240 East 38th street
Miss Eliza D. Richards, 50 Sullivan street
" Ada C. Bowers, 9 Douglas st., Brooklyn

JANITOR.

Perry Hopkins, in the building

NEW YORK EVENING HIGH SCHOOL.

In Grammar School Building No. 35.

South side of 13th street, near Sixth avenue, Fifteenth Ward.

PRINCIPAL.

Jared S. Babcock.....162 West 47th street.

GENERAL ASSISTANT.

Jacob T. Boyle.....449 East 119th street.

INSTRUCTOR OF LATIN.

Thomas Greenwood.....17 Lafayette place.

INSTRUCTOR OF HISTORY AND POLITICAL SCIENCE.

Arthur Murphy.....197 Adams st., Brooklyn.

INSTRUCTOR OF READING AND DECLAMATION.

Charles Roberts, Jr.....88th street, near 1st avenue.

INSTRUCTOR OF MATHEMATICS.

La Fayette Olney.....352 West 42d street.

INSTRUCTOR OF ENGLISH GRAMMAR AND COMPOSITION.

William J. Goldey.....508 Kent avenue, Brooklyn.

INSTRUCTOR OF PENMANSHIP.

Ben. D. L. Southerland.....735 Greenwich street.

INSTRUCTOR OF FREE-HAND DRAWING.

Frank Melville.....192 Prince street, Brooklyn.

INSTRUCTOR OF ARCHITECTURAL AND MECHANICAL DRAWING.

Thomas Williamson.....273 West 36th street.

INSTRUCTOR OF BOOK-KEEPING.

Gillespie Miller.....Inwood.

INSTRUCTOR OF BOOK-KEEPING.

Andrew J. Whiteside.....432 West 35th street.

INSTRUCTOR OF BOOK-KEEPING.

Edward H. Boyer.....571 Lorimer street, Brooklyn.

INSTRUCTOR OF ARITHMETIC.

Wilbur F. Hudson.....349 East 55th street.

INSTRUCTOR OF ARITHMETIC.

George H. Moore.....54 East 83d street.

INSTRUCTOR OF ARITHMETIC.

Hugh Carlisle.....454 West 51st street.

INSTRUCTOR OF PHILOSOPHY, CHEMISTRY AND ASTRONOMY.

Elijah A. Howland.....127th st., near 3d avenue.

INSTRUCTOR OF PHONOGRAPHY.

George White.....Morrisania.

INSTRUCTOR OF ANATOMY AND PHYSIOLOGY.

J. Harvie Dew, M. D.....263 West 54th street.

INSTRUCTOR OF GERMAN.

Hugo F. Hutton.....402 Hart street, Brooklyn.

INSTRUCTOR OF GERMAN.

William C. Hess.....333 Sixth street.

INSTRUCTOR OF FRENCH.

Frank Daulte..... 52 West 16th street.

INSTRUCTOR OF FRENCH.

Adam E. Shulte.....

INSTRUCTOR OF SPANISH.

Alberto de Tornos.....789 Sixth avenue.

JANITOR.

Joseph H. Bull.....In the building.

EVENING SCHOOLS.

Evening Schools for Males.

In Grammar School Building No. 29, 97 and 99 Greenwich street, 1st Ward. P. G. Duffy, *Principal.*

In Grammar School Building No. 1, 32 Vandewater street, 4th Ward. John McGinn, *Principal.*

In Grammar School Building No. 44, corner of North Moore and Varick streets, 5th Ward. Thomas W. Conklin, *Principal.*

In Grammar School Building No. 12, 371 Madison street, near Montgomery, 7th Ward. Francis J. Haggerty, *Principal.*

In Grammar School Building No. 16, West 13th street, near 7th avenue, 9th Ward. Oscar P. Howe, *Principal.*

In Grammar School Building No. 42, Allen street, near Hester, 10th Ward. J. Frank Wright, *Principal.*

In Grammar School Building No. 36, 9th street, near Avenue C, 11th Ward. Joseph Southworth, *Principal.*

In Grammar School Building No. 37, 87th street, near 3d avenue, 12th Ward. William A. Owen, *Principal.*

In Grammar School Building No. 57, 115th street, Harlem, 12th Ward. Jacob S. Warner, *Principal.*

In Grammar School Building No. 46, Carmansville. Stinson McIvor, *Principal.*

In Grammer School Building No. 13, Houston street, near Essex, 17th Ward. Abner B. Holly, *Principal.*

In Grammar School Building No. 25, 5th street, near 1st avenue, 17th Ward. Robert H. Pettigrew, *Principal.*

In Grammar School Building No. 40, 20th street, near 2d avenue, 18th Ward. George Mitchell, *Principal.*

In Grammar School Building No. 27, 42d street, near 3d avenue, 19th Ward. James Murphy, *Principal.*

In Grammar School Building No. 32, West 35th street, near Ninth avenue, 20th Ward. Samuel Ayres, *Principal.*

In Grammar School Building No. 17, 47th street, near 8th avenue, 22d Ward. Matthew J. Elgas, *Principal.*

Evening Schools for Females.

In Grammar School Building No. 24, Elm street, near Leonard, 6th Ward. Esther Phillips, *Principal.*

In Grammar School Building No. 31, 200 Monroe street, near Pike, 7th Ward. Sarah E. Raywood, *Principal.*

In Grammar School Building No. 38, Clarke street, near Broome, 8th Ward. Kate O'Hara, *Principal.*

In Grammar School Building No. 15, 5th street, near Avenue C, 11th Ward. Henrietta Katkameir, *Principal.*

In Grammar School Building No. 34, Broome street, near Sheriff, 13th Ward. Josephine C. Belzer, *Principal.*

In Grammar School Building No. 21, Marion street, near Prince, 14th Ward. Alice E. Gormley, *Principal.*

In Grammar School Building No. 11, 17th street, near 8th avenue, 16th Ward. Jane Ure, *Principal.*

In Grammar School Building No. 19, 14th street, near 1st avenue, 17th Ward. Mary A. Underhill, *Principal.*

In Grammar School Building No. 59, East 57th street and 3d avenue, 19th Ward. Wilhelmina Bonesteel, *Principal.*

In Grammar School Building No. 33, 28th street, near 9th avenue, 20th Ward. Charlotte Farrell, *Principal.*

In Grammar School Building No. 14, 27th street, near 2d avenue, 21st Ward. Rosina G. Hartman, *Principal.*

In Grammar School Building No. 28, 40th street, near 8th avenue, 22d Ward. Mary A. Root, *Principal.*

In Grammar School Building No. 60, College avenue, 23d Ward. Jonathan D. Hyatt, *Principal.*

In Grammar School Building No. 63, Tremont, 24th Ward. George H. Albro, *Principal.*

In Grammar School Building No. 65, West Farms, 24th Ward. James Buckhout, *Principal.*

Evening Schools for Colored People.

In Colored Grammar School Building No. 2, South 5th avenue, near Broome street, 8th Ward. Caroline Hamilton, *Principal.*

In Colored Grammar School Building No. 4, 17th street, between 6th and 7th avenues, 16th Ward. S. J. S. Tompkins, *Principal.*

In Colored Grammar School Building No. 6, 95 Allen street, 10th Ward. M. M. Moreau *Principal.*

SCHEDULE No. 3.

SCHEDULE No. 3.

The number of Schools in each Ward and their numerical designation.

WARDS.	GRAMMAR SCHOOLS.	PRIMARY SCHOOLS.	COLORED.
1st	29	15	
2d		34	
3d		37	
4th	1	12–14	
5th	44	11	
6th	23–24	2–8	
7th	2–12–31	36	
8th	8–38	25	2
9th	3–16–41	7–13–18–24	
10th	7–20–42	1	6
11th	15–22–36	3–5–31–39	
12th	6–37–39–43–46–52–54–57	19–30–32–38–42	
13th	4–34	10–20	
14th	5–21–30		1
15th	10–35–47		
16th	11–45–55–56		4
17th	13–19–22	6–9–22 23–26	
18th	40–50	4–28–9	
19th	18–27–53	21–33–35	
20th	26–32–33–48	27	3
21st	14–49	16	
22d	9–17–28–51–58	17–40–41	
23d	60–61–62	43–44	
24th	63–64–65–66–67	45–46–47–48	

SCHEDULE No. 4.

SCHEDULE No. 4.

Showing the length of time the Schools have been kept open and the average attendance and the whole number taught in the several schools, as appears from the annexed returns, for the year ending the thirty-first day of December, 1874.

Schools.	Number of Sessions.	Average Attendance on Sessions required by the Board.	Actual Average Attendance.	Whole Number Taught.	Location of Schools
School No. 1—					
Boys' Department..	407	223	223	408	Vandewater st., near Pearl, Fourth Ward.
Girls' " ..	407	277	278	488	
Primary " ..	407	438	439	1047	
School No. 2—					
Boys' Department..	270	195	295	531	116 Henry st., near Pike, Seventh Ward.
Girls' " ..	270	200	302	526	
Primary " ..	269	579	579	1214	
School No. 3—					
Boys' Department..	406	554	557	890	Hudson st., corner of Grove, Ninth Ward.
Girls' " ..	406	552	555	942	
Primary " ..	406	724	724	1381	
School No. 4—					
Boys' Department..	408	319	319	654	203 Rivington street, Thirteenth Ward.
Girls' " ..	408	260	260	498	
Primary " ..	408	1138	1138	2256	
School No. 5—					
Boys' Department..	407	159	159	342	No. 222 Mott street, Fourteenth Ward.
Girls' " ..	253	75	75	147	
Primary " ..	408	369	369	821	
School No. 6—					
Boys' and Girls' D.	404	180	182	390	Randall's Island, 12th Ward.
Primary Depart'mt.	404	385	389	1062	
School No. 7—					
Boys' Department..	408	225	225	420	No. 60 Chrystie street Tenth Ward.
Girls' " ..	408	215	215	430	
Primary " ..	408	766	766	1869	
School No. 8—					
Boys' Department..	408	195	195	335	No. 66 Grand street, Eighth Ward.
Girl's " ..	408	179	179	343	
Primary " ..	408	451	451	1066	
School No. 9—					
Boys' Department..	408	185	185	396	82d street, corner 11th av., 22d Ward.
Girls' " ..	408	166	166	289	

Schools.	Number of Sessions.	Average Attendance on Sessions required by the Board	Actual Average Attendance.	Whole Number Taught.	Location of Schools.
School No. 10—					
Boys' Department..	405	301	303	559	Wooster street, near
Girls' " ..	405	227	229	436	Bleecker, Fifteenth
Primary " ..	405	531	535	1273	Ward.
School No. 11—					
Boys' Department..	406	299	299	542	17th st., near 8th ave.,
Primary " ..	406	546	546	1065	Sixteenth Ward.
School No. 12—					
Boys' Department..	408	249	249	539	371 Madison street,
Girls' " ..	408	259	259	431	Seventh Ward.
Primary " ..	408	725	725	1685	
School No. 13—					
Boys' Department..	406	410	412	761	No. 239 Houston st.,
Girls' " .	406	439	441	717	Seventeenth Ward.
Primary " ..	407	931	933	1940	
School No. 14—					
Boys' Department..	408	540	540	920	225 East 27th st.,
Girls' " ..	408	584	584	937	Twenty-first Ward.
Primary " ..	408	1096	1096	2600	
School No. 15—					
Boys' Department..	405	478	478	756	728 Fifth street, 11th
Girls' " ..	405	448	448	710	Ward.
Primary " ..	405	929	929	1721	
School No. 16—					
Boys' Department..	406	469	469	883	13th st., near 7th ave.,
Primary " ..	406	225	225	422	Ninth Ward.
School No. 17—					
Girls' Department..	408	814	814	1457	47th st., near Ninth
Primary " ..	408	1231	1231	2246	ave, 22d Ward.
School No. 18—					
Boys' Department..	408	394	394	734	51st st., near Lexing-
Girls' " ..	408	353	353	660	ton av., Nineteenth
Primary " ..	408	872	872	2187	Ward.
School No. 19—					
Boys' Department..	408	362	362	871	14th st., near First
Girls' " ..	408	390	390	822	av., Seventeenth
Primary " ..	408	851	851	2428	Ward.
School No. 20—					
Boys' Department..	405	409	412	754	160 Chrystie st., Tenth
Girls' " ..	405	340	343	594	Ward
Primary " ..	405	1071	1079	2028	
School No. 21—					
Boys' Department..	405	163	164	420	Marion street, near
Girls' " ..	404	175	177	415	Prince, Fourteenth
Primary " ..	406	391	393	1053	Ward.
School No. 23—					
Boys' Department..	407	325	326	604	Stanton st., corner
Girls' " ..	407	363	364	615	Sheriff.
Primary " ..	407	908	910	1861	

Schools.	Number of Sessions.	Average Attendance on Sessions required by the Board.	Actual Average Attendance	Whole Number Taught.	Location of Schools.
School No. 23—					
Boys' Department..	408	201	201	354	32 City Hall Place
Girls' " ..	408	135	135	289	Sixth Ward.
Primary " ..	408	386	386	805	
School No. 24—					
Boys' Department..	408	204	204	447	68 Elm st., Sixth
Girls' " ..	408	225	225	422	Ward.
Primary " ..	408	302	302	651	
School No. 25—					
Boys' Department..	407	375	376	752	Fifth st., near First
Girls' " ..	407	376	377	698	av., Seventeenth
Primary " ..	407	891	893	1990	Ward.
School No. 26—					
Boys' Department..	407	443	445	850	30th st., near 6th
Girls' " ..	407	696	697	1454	av., 20th Ward.
School No. 27—					
Boys' Department..	407	279	279	607	42d st., near Third
Girls' " ..	408	238	238	515	av., 19th Ward.
Primary " ..	407	617	618	1633	
School No. 28—					
Boys' Department..	408	342	342	724	40th st., near 8th
Girls' " ..	408	296	296	565	av., 22d Ward.
Primary " ..	408	1005	1005	2411	
School No. 29—					
Boys' Department..	408	162	162	298	97 and 99 Greenwich
Girls' " ..	408	153	153	302	st., First Ward.
Primary " ..	408	333	333	739	
School No. 30—					
Girls' Department..	408	107	107	220	Baxter street, near
Primary " ..	406	334	335	780	Grand, 14th Ward.
School No. 31—					
Boys' Department..	407	186	187	490	200 Monroe st., near
Primary " ..	407	519	520	1099	Mont'ery, 7th Ward
School No. 32—					
Boys' Department..	407	496	497	934	35th st., near 9th
Primary " ..	407	1112	1115	2235	av., 20th Ward.
School No. 33—					
Girls' Department..	408	600	600	1018	428 West 28th st.,
Primary " ..	408	1084	1084	2422	20th Ward.
School No. 34—					
Boys' Department..	408	321	321	608	Broome st., between
Girls' " ..	407	337	338	593	Willet and Sheriff
Primary " ..	407	809	811	1798	sts., 13th Ward.
School No. 35—					
Boys' Department..	406	935	940	1770	13th st., near 6th
Primary " ..	406	481	483	1278	ave., 15th Ward.

Schools.	Number of Sessions.	Average Attendance on Sessions required by the Board.	Actual Average Attendance.	Whole Number Taught.	Location of Schools.
School No, 36—					
Boys' Department..	407	351	352	688	710 9th street, 11th
Girls' " ..	407	322	323	582	Ward.
Primary " ..	407	907	910	2115	
School No. 37—					
Boys' Department..	408	353	353	604	87th st., near 4th
Girls' " ..	408	349	349	625	ave., 12th Ward.
Primary " ..	408	682	682	1386	
School No. 38—					
Boys' Department.	407	302	303	647	Clarke street, near
Girls' " ..	407	354	355	616	Broome, Eighth
Primary " ..	407	640	641	1517	Ward.
School No. 39—					
Girls' Department..	407	561	563	965	125th st., bet. 2d &
Primary " ..	407	753	755	1542	3d avs.,12th Ward.
School No. 40—					
Boys' Department..	401	766	780	1306	23d st., bet. 2d & 3d
Primary " ..	401	500	509	1104	aves., 18th Ward.
School No. 41—					
Girls' Senior Dep't..	406	237	237	454	Greenwich avenue,
" Junior " ..	406	309	309	709	opposite Charles
Primary " ..	406	542	542	1160	st., 9th Ward.
School No. 42—					
Boys' Department..	408	453	453	870	Allen street, near
Girls' " ..	408	435	435	915	Hester, Tenth
Primary " ..	408	1515	1515	3578	Ward.
School No. 43—					
Boys' & Girls' D...	408	141	141	246	Cor 129th st. & 10th
Primary Dep't.....	408	192	192	429	av., 12th Ward.
School No. 44—					
Boys' Department..	408	390	390	717	Corner North Moore
Girls' " ..	408	308	308	664	and Varick streets,
Primary " ..	408	656	656	1609	5th Ward.
School No. 45—					
Girls' Department..	356	518	591	1030	24th st., bet. 7th and
Primary " ..	357	612	696	1283	8th aves., 16th Ward
School No. 46—					
Boys' Department..	382	221	221	436	156th st., bet. 9th and
Girls' " ..	382	207	207	349	10th avs., 12th Ward.
School No. 47—					
Girls' Department..	406	693	696	1500	36 East Twelfth street,
Primary " ..	406	498	502	1190	15th Ward.
School No. 48—					
Girls' Department..	408	438	438	856	28th st., bet. 7th &
Primary " ..	408	615	615	1380	8th avs., 20th Ward.
School No. 49--					
Boys' Department..	408	546	546	1005	37th st., near 2d ave.,
Girls' " ..	408	517	517	850	21st Ward.
Primary " ..	408	1090	1090	2706	

Schools.	Number of Sessions.	Average Attendance on Sessions Required by the Board.	Actual Average Attendance.	Whole Number Taught.	Location of Schools.
School No. 50—					
Girls' Department..	405	455	459	820	20th st., near 3d
Primary " ..	405	423	426	839	av., 18th Ward.
School No. 51—					
Boys & Girls' D....	316	557	557	932	44th st., bet. 10th &
Primary Dept.....	316	855	855	1790	11th avs., 22d Ward.
School No. 52—					
Boys' Department..	408	92	92	168	Cor. Academy st. &
School No. 53—					B'way., 12th Ward.
Boys' Department..	406	436	439	776	
Girls' " ..	408	420	420	782	79th st., and 3d ave.,
Primary " ..	406	821	825	1840	19th Ward.
School No. 54—					
Boys & Girls' D....	408	150	150	258	104th st., cor. 10th
Primary Dept.....	408	197	197	400	av., 12th Ward.
School No. 55—					
Boys' Department..	406	564	564	1023	140 West 20th street,
Primary " ..	406	534	534	1068	16th Ward.
School No. 56—					
Girls' Department..	406	449	449	767	West 18th st., near
Primary " ..	406	703	703	1680	9th ave., 16th Ward.
School No. 57—					
Boys' Department..	408	513	513	1026	115th st., near 3d
Primary " ..	408	852	852	2126	ave., 12th Ward.
School No. 58—					
Boys' Department..	408	744	744	1293	52d street, near 8th
Primary " ..	408	1031	1031	1793	av., 22d Ward.
School No. 59—					
Boys' Department..	407	521	522	915	57th st., near 3d av.,
Girls' " ..	406	573	576	988	19th Ward.
Primary " ..	407	1140	1143	2150	
School No. 60—					
Boys' Department..	408	258	258	539	College av., near Col-
Primary " ..	408	669	669	1354	lege st., 23d Ward.
School No. 61—					
Boys' Department..	408	208	208	394	3d av., bet. 169th &
Girls' " ..	408	320	320	711	170th sts., 23d Ward.
School No. 62—					
Boys' Department..	408	202	202	420	3d av., near 158th st.,
Primary " ..	408	619	619	1297	23d Ward.
School No. 63—					
Boys' Department..	408	198	198	319	Tremont, Twenty-
Primary " ..	408	174	174	339	fourth Ward.

Schools.	Number of Sessions.	Average Attendance on Session, Required by the Board.	Actual Average Attendance.	Whole Number Taught.	Location of Schools.
School No. 64---					
Boys' Department..	408	134	134	217	Fordham, Twenty-fourth Ward.
Primary " ..	408	114	114	222	
School No. 65—					
Boys' Department..	408	161	161	252	West Farms, Twenty-fourth Ward.
Primary " ..	408	190	190	377	
School No. 66—					
Boys' Department..	408	65	65	127	King's Bridge, 24th Ward.
Primary " ..	408	86	86	159	
School No. 67—					
Boys' Department..	402	52	52	92	Mosholu, Twenty-fourth Ward.
Primary " ..	402	67	68	155	
Total.....		76,607	77,106	157,187	

PRIMARY SCHOOLS.

Primary Schools.	Number of Sessions.	Statute Average.	Actual Average.	Whole Number.	Location of Schools.
No. 1	406	1,350	1,350	3,050	Ludlow street near Delancy, Tenth Ward.
" 2	408	260	260	782	101 Bayard street, Sixth Ward.
" 3	407	329	330	853	100 Cannon street, Eleventh Ward.
" 4	404	537	542	1,414	429 Sixteenth street, near First avenue, Eighteenth Ward.
" 5	406	731	735	1,397	10th street, near Avenue C, Eleventh Ward.
" 6	330	285	285	716	15 and 17 Third street, Seventeenth Ward.
" 7	406	303	303	634	274 West Tenth street, Ninth Ward.
" 8	408	409	409	916	Mott street, near Canal, Sixth Ward.
" 9	395	462	465	1,134	42 First street, Seventeenth Ward.
" 10	408	451	451	1,073	Cannon street, near Broome, Thirteenth Ward.
" 11	408	294	294	617	Vestry street, near Hudson, Fifth Ward.
" 12	407	357	358	966	85 Roosevelt street, Fourth Ward.
" 13	406	620	620	1,404	Downing street, near Bleecker, Ninth Ward.
" 14	407	358	369	847	Oliver street, near Oak, Fourth Ward.
" 15	407	98	98	242	3 Stone street, First Ward.
" 16	408	869	869	2,027	East Thirty-second street, near Third avenue, Twenty-first Ward.
" 17	408	255	255	597	252 West 42d street, Twenty-second Ward.
" 18	406	207	207	499	189 Waverley place, Ninth Ward.
" 19	402	310	315	841	Corner 105th st. and 3d avenue, Twelfth Ward.
" 20	408	741	741	1,458	Broome street, near Clinton, Thirteenth Ward.
" 21	408	540	540	1,416	Third avenue, near 49th street, Ninteenth Ward.
" 22	408	662	662	1,670	Ninth street, corner 1st avenue, Seventeenth Ward.
" 23	244	208	208	416	17 St. Mark's place, Seventeenth Ward.
" 24	406	579	582	1,446	Horatio st., near Hudson, Ninth Ward.
" 25	407	333	334	730	545 Greenwich street, Eighth Ward.

Primary Schools.	Number of Sessions.	Statute Average.	Actual Average	Whole Number	Location of Schools.
No. 26	408	666	666	1,556	336 Twelfth street, Seventeenth Ward.
" 27	408	728	728	1,613	Thirty-seventh street, near 10th avenue, Twentieth Ward.
" 28	405	601	606	1,296	Twentieth street, near 2d avenue, Eighteenth Ward.
" 29	406	533	535	1,085	19th street, near Avenue A, Eighteenth Ward.
" 30	406	86	86	242	Ward's Island, Twelfth Ward.
" 31	408	659	659	1,318	272 Second street, Eleventh Ward.
" 32	408	85	85	158	186th street, near Kingsbridge road, Twelfth Ward.
" 33	408	610	610	1,883	75th street, near 3d avenue, Nineteenth Ward.
" 34	408	154	154	346	293 Pearl street, Second Ward.
" 36	408	656	656	1,879	68 and 70 Monroe st., Seventh Ward.
" 37	152	32	85	141	67 Warren street, Third Ward.
"* 38	242	220	220	473	27 West 124th street, Twelfth Ward,
"† 38	273	81	137	244	Discontinued.
" 39	399	304	312	673	194 and 196 Seventh street, Eleventh Ward.
" 40	408	421	421	998	49th street and 7th avenue, Twenty-second Ward.
" 41	408	436	436	964	516 West 52d street, Twenty-second Ward.
" 42	408	201	201	515	88th street, near 2d avenue, Twelfth Ward.
" 43	408	61	61	150	Highbridge avenue, Claremont, Twenty-third Ward.
" 44	408	176	176	494	Concord avenue, near 145th street, Morrisania, Twenty-third Ward.
" 45	408	156	156	299	Mount Hope, Twenty-fourth Ward.
" 46	408	97	97	201	Spuyten Duyvil, Twenty-fourth Ward.
" 47	408	32	32	70	Williamsbridge, Twenty-fourth Ward.
" 48	408	90	90	173	Belmont, Twenty-fourth Ward.
Total		18,623	18,791	43,916	

* 12th Ward. † First Ward.

RECAPITULATION

Of the Average Attendance and Whole Number Taught, by Wards, for the year ending the 31st day of December, 1874.

WARDS.	Average on Sessions required by the Board.	Actual Average.	Whole Number.
First Ward	827	883	1,825
Second Ward	154	154	346
Third Ward	32	85	141
Fourth Ward	1,653	1,657	3,756
Fifth Ward	1,648	1,648	3,607
Sixth Ward	2,122	2,122	4,666
Seventh Ward	3,568	3,772	8,394
Eighth Ward	2,454	2,458	5,258
Ninth Ward	5,321	5,330	10,824
Tenth Ward	6,779	6,793	14,508
Eleventh Ward	7,054	7,076	13,893
Twelfth Ward	6,730	6,745	14,241
Thirteenth Ward	4,376	4,379	8,938
Fourteenth Ward	1,773	1,779	4,198
Fifteenth Ward	3,666	3,688	8,006
Sixteenth Ward	4,225	4,382	8,458
Seventeenth Ward	7,308	7,321	16,471
Eighteenth Ward	3,815	3,857	7,864
Nineteenth Ward	7,814	7,829	17,086
Twentieth Ward	6,212	6,219	12,762
Twenty-first Ward	5,242	5,242	11,045
Twenty-second Ward	8,338	8,338	16,455
Twenty-third Ward	2,513	2,513	5,359
Twenty-fourth Ward	1,616	1,617	3,002
Total	95,240	95,897	201,103

COLORED SCHOOLS.

COLORED SCHOOLS.	Number of Sessions.	Average on Sessions required by the Board.	Actual Average.	Whole Number Taught.	Location of Schools.
Colored School No. 1—					
Boys' Department ...	404	71	72	182	135 Mulberry st., Fourteenth Ward.
Girls' " ...	404	70	73	120	
Colored School No. 2—					
Girls' Department...	407	45	45	93	South Fifth ave., nr. Broome street, Eighth Ward.
Primary " ...	407	162	163	424	
Colored School No. 3—					
Boys' & Girls' Dep't ..	408	126	126	220	West 41st street, near Eighth ave., Twenty-second Ward.
Primary " ..	408	191	191	481	
Colored School No. 4—					
Boys', Girls' & Prim'y	408	155	155	410	17th street, near Sixth avenue, Sixteenth Ward.
Colored School No. 6—	410	46	45	110	95 Allen street, Tenth Ward.
Total.....		866	870	2040.	

EVENING SCHOOLS.

Average Attendance and Whole Number Taught in the Evening Schools, for the year ending the 31st day of December, 1874.

WARDS.	Male Schools.		Female Schools.	
	Average.	Whole Number.	Average.	Whole Number.
First Ward	191	491		
Fourth "	319	652		
Fifth "	419	981		
Sixth "			262	497
Seventh " Monroe street	202	632		
" " Henry street	...		335	504
Eighth "			241	382
Ninth "	386	1,016		
Tenth "	623	2,104		. ..
Eleventh Ward, 9th street	359	1,201		
" " 5th street		..	453	835
Twelfth " 87th street & Third ave.	100	385		
" " Carmansville	45	127		
" " Harlem	106	372		
Thirteenth "			270	664
Fourteenth "			237	298
Sixteenth "			245	339
Seventeenth " Houston street	976	2,271		
" " 14th street			367	686

WARDS	Male Schools.		Female Schools.	
	Average.	Whole Number.	Average.	Whole Number.
Eighteenth Ward..	466	1,344	...	
Nineteenth " 42d street.....	357	606		
" " 51st street.....			124	307
Twentieth " 35th street.....	782	1,710		
" " 28th street.....			281	464
Twenty-first "	. ..	...	160	313
Twenty-second Ward, 40th street.....	...		342	512
" " 47th street.....	396	1,231		
Total Evening Schools (White)....	5,727	15,123	3,317	5,801
Colored Evening School, Fifth ave.....	40	167		
" " " 17th street.....	55	192		
" " " Allen street....	31	65		
Total, White and Colored.....	5,853	15,547	3,317	5,801

Average Attendance, Male and Female..... 9,170
Whole Number Taught.... 21,348

CORPORATE SCHOOLS.

SCHOOLS.	Number of Sessions.	Statute Average.	Actual Average.	Whole Number Taught.
New York Orphan Asylum	501	155	143	174
Roman Catholic Orphan Asylum—				
Male Department	457	477	480	638
Female "	489	160	151	250
" "	498	462	427	549
Protestant Half Orphan Asylum	499	233	215	288
House of Refuge	512	787	707	1,321
Leake & Watts' Orphan House—				
Male Department	431	67	71	98
Female "	432	42	44	60
Colored Orphan Asylum	512	249	224	332
American Female Guardian Society and Home Industrial School	440	1,328	1,389	4,775
New York Juvenile Asylum	529	612	532	1,046
House of Reception, N.Y. Juvenile Asylum	456	91	92	616
Ladies' Home Missionary Society	412	370	413	760
Five Points House of Industry	510	419	378	1,261
Children's Aid Society	451	3,118	3,180	10,288
New York Society for the Relief of the Ruptured and Crippled	510	184	166	307
Hebrew Orphan Asylum	450	76	78	105
Total		8,830	8,690	22,848

Average Attendance and Whole Number Taught, in detail, for the year ending the 31st day of December, 1874.

SCHOOLS.	Average Attendance.		Whole Number Taught.	Total Average.		Total Whole Number Taught.
	Statute.	Actual.		Statute.	Actual.	
Grammar Schools, Boys'	19,405	19,549	35,817			
" " Girls'	15,479	15,684	29,551			
Total Grammar Scholars				34,884	35,233	65,368
Primary Departments	41,723	41,873	91,819			
" Schools	18,633	18,791	43,916			
Total Primary Scholars				60,356	60,664	135,735
Total Grammar and Primary Scholars				95,240	95,897	201,103
Colored Schools				866	870	2,040
Evening Schools, Male				5,853	5,853	15,547
" " Female				3,317	3,317	5,801
Evening High School				992	992	992
Normal College				927	927	1,701
Model School				352	352	988
Saturday Normal School				333	333	512
Colored " "				8	8	13
Corporate Schools				8,830	8,690	22,848
Total				116,718	117,239	251,545

RECAPITULATION.

SCHOOLS.	Average Attendance.		Whole Number Taught.
	Statute.	Actual.	
Grammar Schools and Primary Departments....	76,607	77,106	157,187
Primary Schools.....	18,633	18,791	43,916
Colored "	866	870	2,040
Evening "	9,170	9,170	21,348
Evening High School	992	992	992
Normal College.....	927	927	1,701
Model School.....	352	352	988
Saturday Normal School.....	333	333	512
Colored " "	8	8	13
Total Ward, &c., Schools	107,888	108,549	228,697
New York Orphan Asylum.....	155	143	174
Roman Catholic Orphan Asylum....	1,099	1,058	1,417
Protestant Half Orphan Asylum.....	233	215	288
House of Refuge.....	787	707	1,321
Leake & Watts' Orphan House.....	109	115	158
Colored Orphan Asylum.....	249	224	332
American Female Guardian Society and Home Industrial School.....	1,328	1,389	4,775
New York Juvenile Asylum.....	612	532	1,046

SCHOOLS.	Average Attendance.		Whole Number Taught.
	Statute.	Actual.	
House of Reception, N. Y. Juvenile Asylum....	91	92	616
Ladies' Home Missionary Society.....	370	413	760
Five Points House of Industry.....	419	378	1,261
Children's Aid Society.....	3,118	3,180	10,288
N. Y. Society for the Relief of the Ruptured and Crippled	184	166	307
Hebrew Orphan Asylum.....	76	78	105
Total	116,718	117,239	251,545

SCHEDULE No. 5.

SCHEDULE No. 5.

Showing the Expenses incurred for Teachers' and Janitors' Salaries, Books, Stationery, Fuel, etc., in the Ward Schools, by each Ward, including the Value of Supplies from the Depository, and Repairs ordered through the Shop for the year ending December 31, 1874.

WARDS	Teachers' Salaries	Janitors' Salaries.	Current Repairs by Trustees.	Current Repairs through Shop.	Furniture.	Gas	Fuel.	Books and Supplies through Depository	Incidental Supplies.	Cleaning Buildings.	Printing.	Miscellaneous, including Clerks' Salary.	Total, Twelve Months.
1st.	$33,407 01	$1.848 00	$390 05			$401 74	$1,313 69	$1,717 64	$21 18		$72 31	$76 68	$39.248 30
2d.	3.635 70	598 00	72 24	$41 43		118 77	577 33	163 83					5.207 30
3d...	994 96	184 00					295 09	362 38					1.836 43
4th	42,872 36	2 821 00	813 52	13 22	$89 00	366 25	1.837 62	2,204 06	56 75		32 25	102 24	51.208 27
5th.. ...	44.114 43	2,353 00	679 51	8 40	45 16	488 05	1,518 68	2,772 64	69 39		94 00	105 65	52.248 91
6th.. ...	63,841 20	3,913 00	915 19	19 00	44 50	208 96	3.205 98	3,236 37	115 67		54 00	130 56	75,6 4 43
7th.. ...	93.795 07	4.628 00	1,512 32	66 13	36 00	725 17	4.840 39	4,803 38	39 55		105 50	229 32	110.780 83
8th.. ...	63.609 17	3,263 00	511 53	217 81	132 67	473 77	1,755 77	4,339 85		131 85	38 95	154 68	74,629 05
9th... ...	115.427 93	6.654 00	2.297 57	51 50	245 59	905 16	4.336 23	6,665 06	9 00	5 00	14 50	312 24	136,923 78
10th.	139,252 89	5.759 00	1,942 83	34 30	78 00	845 68	5,620 97	8,727 60	123 81		69 00	381 14	162,835 22
11th.. ...	151,350 54	7,131 00	3.268 93	363 17	63 00	979 20	6.791 61	7,554 45	81 20		46 50	411 88	178.041 48
12th.. ...	161,877 59	9,897 00	2.338 62	320 92	245 48	785 40	8,336 87	10,879 26	84 59	143 65	114 00	369 06	195.392 44
13th	93.267 39	4.397 00	2.102 54	40 75		607 64	3.082 50	4,974 62	2 25	24 00	131 50	258 32	108,888 51
14th.. ...	59.457 36	3.354 00	697 55	167 56		357 17	2.512 75	2,833 73		23 00	13 50	113 33	69.529 97
15th.. ...	93,971 40	3,809 00	1.648 72	65 17	97 72	1,842 00	3,486 51	7.361 81	33 20		144 65	222 88	112.683 06
16th. . ..	108,652 66	5,454 00	1.659 40	136 09	222 90	811 98	4,184 41	7,822 47	44 81	5 10	79 50	267 24	129.340 56
17th.	155,207 18	8,144 00	2,081 37	188 24	361 66	1,805 04	7,180 47	10,660 44	56 35		59 75	403 32	186,118 82
18th.. ...	85,069 95	5.634 00	1.886 72	29 00	226 00	652 46	3.456 55	5.112 37	107 44		61 00	250 63	102.486 12
19th.	172,767 83	6,945 00	2,078 66	691 11	182 50	1.020 19	5,417 18	12,993 77	114 96	135 75	40 00	416 52	202.803 47
20th. . ..	126.173 52	6.461 00	2,545 18	36 74	55 50	1,505 33	4,725 40	8,060 85	176 74	25 86	35 75	362 96	150,164 83
21st	115 241 81	4,786 99	1,769 45	100 68	77 00	667 92	3.440 88	7,770 51	65 87		47 10	305 88	134,274 09
22d.. ...	174,131 53	8.378 00	2,067 11	223 37	340 75	1,491 96	4,365 92	10,304 73	64 38	80 00		481 65	201,929 40
Totals..	$2,098,119 48	$106.411 99	$33.279 01	$2,814 59	2.543 43	17.060 84	$82,282 80	$131.321 81	$1,267 14	574 21	$1,253 76	$5,356 18	$2,482,285 2/7

8th DISTRICT, 23d AND 24th WARDS.

23d	$53,905 75	$4,251 00	$1,082 03			$80 85	$1,760 99	$6,238 23			$42 50	$125 00	$67,486 35
24th	51,861 13	6,958 00	540 66		$65 00	79 60	2,279 50	4,632 38	$67 39		49 70	131 37	66,664 73
Totals..	$105,766 88	$11,209 00	$1,622 69		$65 00	$160 45	$4,040 49	$10,870 61	$67 39		$92 20	$256 37	$134,151 08

SCHEDULE No. 6.

SCHEDULE NO. 6.

Showing the amount of money paid each Ward for Rents, New Buildings, Heating Apparatus, and Repairs of, etc., by special appropriations for the year ending December 31, 1874.

Wards.	Pianos.	Rents.	New Buildings.	Alterations.	Heating.	Furnishing.	Refurnishing.	Repairing.	Bills of 1873.	Total Twelve Months.
1st	1,335 00	3,200 00						$782 00	$21 03	$5,338 03
2d								211 79		211 79
3d	320 00	1,200 00		$189 27		757 00		3,885 00		6,351 27
4th	300 00				$246 00			1,400 00		1,946 00
5th					85 25			2,524 00	125 25	2,734 80
6th		3,510 88		65 00	612 00		$120 00	955 65	32 00	5,295 53
7th	890 00			24,411 22	6,448 00	2,668 76		830 00	407 19	35,655 17
8th		600 00			288 00			763 00	261 32	1,912 32
9th				124 93	481 87		880 00	1,592 89	555 80	3,635 49
10th	1,230 00			495 00	1,795 00	2,226 00		459 00	77 86	6,282 86
11th		2,750 00		65 00	124 25			2,386 11	284 71	5,610 07
12th		6,055 55	47,000 00	5,687 97	1,211 00	2,575 00		11,908 32	600 26	75,038 10
13th	1,015 00	750 00			110 85	2,526 00		2,282 00	473 37	7,157 22
14th					195 00		1,763 00	1,300 00	177 20	3,435 20
15th	300 00				368 82		690 00	5,146 32	33 06	6,538 20

16th.....	290 00			13,731 75	7,152 00	2,431 00	1,000 00	2,833 08	354 26	27,792 09
17th ...		3,833 83	29,900 00	6,393 33	569 25	5,600 00	400 00	2,801 70	434 98	49,933 09
18th.....				110 00	1,545 00		15 00	23 39		1,698 39
19th... ..	1,180 00	6,516 16		1,994 20	283 50	3,645 00	2,052 00	1,660 09	1,424 92	18,755 87
20th.....				700 00	733 00	576 00		1,345 00	222 07	3,576 07
21st.....					523 00			1,215 00	15 37	1,753 37
22d..... ..	290 00	9,666 67		20,122 00	8,505 00		2,622 00	2,661 00	262 78	44,129 45
	7,150 00	$38,083 09	$76,900 00	$74,089 67	$31,276 79	$23,004 76	$9,542 00	$48,970 34	$5,763 73	$314,780 38

8th District—23d and 24th Wards.

23d..		365 17						3,007 40		$3,372 57
24th..	750 00	324 78		189 75	1,049 46	150 00		5,102 27		7,566 26
	750 00	689 95		189 75	1,049 46	150 00		8,109 67		$10,938 83

SCHEDULE No. 7.

SCHEDULE NO. 7.

Showing the Amount Expended for the incidental and Special Repairs, Materials, etc., through the Shop, for the year ending December 31, 1874.

Ward.	Schools.			Amount per School.	Amount per Ward.
1	Primary School No.		38	$54 63	$54 63
2	"	"	34	41 43	41 43
3	"	"	37	38 74	38 74
4	Grammar	"	1	13 22	13 22
5	"	"	44	8 40	8 40
6	"	"	23	221 96	
	"	"	24	197 04	419 00
7	"	"	2	33 88	
	"	"	12	32 25	66 13
8	"	"	8	110 44	
	"	"	38	107 37	217 81
9	"	"	3	49 00	
	Primary	"	18	75 06	
	"	"	24	2 50	126 56
10	Grammar	"	42	30 30	
	Primary	"	1	4 00	34 30
11	Grammar	"	15	363 17	363 17
12	"	"	6	10 00	
	"	"	37	135 78	
	"	"	39	30 47	
	Carried forward				$1,383 39

Ward.	Schools.	Amount per School.	Amount per Ward.
	Brought forward.....		$1,383 39
12.....	Grammar School No. 46	48 00	
	" " 57.....	55 82	
	Primary " 19.....	34 85	
	" " 38.....	18 95	
	" " 42.....	73 50	407 37
13.....	Grammar " 4.....	40 75	40 75
14.....	" " 5.....	77 55	
	" " 21.....	66 12	
	" " 30.....	23 89	167 56
15.....	" " 10.....	65 17	65 17
16.....	" " 11.....	11 00	
	" " 45.....	9 50	
	" " 56.....	574 60	595 10
17.....	" " 25.....	25 95	
	Primary " 6.....	135 48	
	" " 9.....	286 65	
	" " 22.....	92 18	
	" " 26.....	2 45	542 71
18.....	Grammar " 50.....	83 33	
	Primary " 4.....	10 50	
	" " 28.....	12 50	106 33
19.....	Grammar " 18.....	20 95	
	" " 27.....	189 98	
	" " 53.....	233 80	
	Carried forward.....		$3,308 38

Ward.	Schools.			Amount per School.	Amount per Ward.
	Brought forward				$3,308 38
19	Grammar School	No.	59	138 76	
	Primary	"	21	112 41	
	"	"	33	165 66	861 56
20	Grammar	"	48	24 75	
	Primary	"	27	12 00	36 74
21	Grammar	"	14	2 50	
	"	"	49	98 18	100 68
22	"	"	9	25 10	
	"	"	17	134 27	
	"	"	28	30 00	
	"	"	58	18 00	
	Primary	"	41	16 00	223 37
Evening Schools					76 20
Hall of the Board of Education					637 33
Colored Schools					270 24
Depository					763 44
Normal Schools					461 57
					$6,739 51

SCHEDULE No. 8

SCHEDULE No. 8.

Showing the Statute Average Attendance by Wards, and the Amount apportioned in each Ward and to the several Corporate Schools.

Wards.	Schools in each Ward.	Average.	Amount Apportioned.
First	Grammar School No. 29, and Primary Schools Nos. 15 and 38	1,314	$16,061 02
Second	Primary School No. 34	142	1,735 67
Fourth	Grammar School No. 1, and Primary Schools Nos. 12 and 14	1,535	18,762 30
Fifth	Grammar School No. 44, and Primary School No. 11	1,568	19,165 56
Sixth	Grammar Schools Nos. 23 and 24, and Primary Schools Nos. 2 and 8	1,969	24,067 09
Seventh	Grammar Schools Nos. 2, 12 and 31, and Primary School No. 36	3,360	41,069 28
Eighth	Grammar Schools Nos. 8 and 38, and Primary School No. 25	2,315	28,296 25
Ninth	Grammar Schools Nos. 3, 16 and 41, and Primary Schools Nos. 7, 13, 18 and 24	4,654	56,885 84
Tenth	Grammar Schools Nos. 7, 20 and 42, and Primary School No. 1	5,325	65,087 48
Eleventh	Grammar Schools Nos. 15, 22 and 36, and Primary Schools Nos. 3, 5, 31 and 39	6,025	73,643 58
Twelfth	Grammar Schools Nos. 6, 37, 39, 43, 46, 52, 54 and 57, and Primary Schools Nos. 19, 30, 32 and 42	5,338	65,246 37
Thirteenth	Grammar Schools Nos. 4 and 34, and Primary Schools Nos. 10 and 20	3,821	46,704 08
Fourteenth	Grammar Schools Nos. 5, 21 and 30	1,716	20,974 67
Fifteenth	Grammar Schools Nos. 10, 35 and 47	3,379	41,301 51
Sixteenth	Grammar Schools Nos. 11, 45, 55 and 56	3,982	48,671 99
Seventeenth	Grammar Schools Nos. 13, 19 and 25, and Primary Schools Nos. 6, 9, 22 and 26	5,956	72,800 19

Wards.	Schools in each Ward.	Average.	Amount Apportioned.
Eighteenth.....	Grammar Schools Nos. 40 and 50, and Primary Schools Nos. 4, 28 and 29.....	3,347	$40,910 38
Nineteenth....	Grammar Schools No. 18, 27, 53 and 59, and Primary Schools Nos. 21 and 33...	5,902	72,140 14
Twentieth.....	Grammar Schools Nos. 26, 32, 33 and 48, and Primary School No. 27.....	5,397	65,967 53
Twenty-first...	Grammar Schools Nos. 14 and 49, and Primary School No. 16.....	4,542	55,516 87
Twenty-second	Grammar Schools Nos. 9, 17, 28, 51 and 58, and Primary Schools Nos. 17, 40 and 41	7,244	88,543 41
	Totals.....	78.831	963,551 31

Name.	Average.	Amount Apportioned.
Normal Schools (white).....	1,349	$16,488 83
Normal Schools (colored)....	9	110 00
Colored Schools.....	731	8,935 01

CORPORATE SCHOOLS.

NAME.	Average.	Amount Apportioned.
The New York Orphan Asylum School. Act passed 3d July, 1851, page 36 Manual Bd. of Ed.....	169	$2,066 05
The Roman Catholic Orphan Asylum School. Act passed 3d July, 1851, page 36 Manual Bd. of Ed.....	1,114	13,616 78
The Schools of the two Half-Orphan Asylums. Act passed 3d July, 1851, page 37 Manual Bd. of Ed...	214	2,616 08
The School of the Society for the Reformation of Juvenile Delinquents in the City of New York. Amended Act of 1851, July. Page 37 Manual Bd. of Ed....	611	7,468 61
The School for the Leake and Watts' Orphan House. Act of 3d July, 1851, page 37 Manual Bd. of Ed...	105	1,283 78
The School of the Association for the Benefit of Colored Orphans. Act of 3d July, 1851, page 37 Manual Bd. of Ed...	227	2,774 98
The Schools of the American Female Guardian Society. Act passed 3d July, 1851, page 37 Manual Bd. of Ed.....	1,224	14,961 31
The Schools established and maintained by the New York Juvenile Asylum. Act passed June, 1851, page 57 Manual Bd. of Ed.....	654	7,994 20
House of Reception of New York Juvenile Delinquents. Act passed June, 1851, page 57 Manual Bd. of Ed.	92	1,124 88
The School established and maintained by the Ladies' Home Missionary Society of the Methodist Episcopal Church. Act passed April, 1855, page 56 Manual Bd. of Ed.....	363	4,437 31
The School established and maintained by the Five Points House of Industry. Act passed April, 1855, page 56 Manual Bd. of Ed.....	427	5,219 58
The Industrial Schools established and maintained under the charge of the Children's Aid Society. Act passed April, 1862, page 56 Manual Bd. of Ed.....	2,816	34,420 34
The Schools established and maintained by the New York Society for the Relief of the Ruptured and Crippled. Chapter 335 of Laws of 1872.....	182	2,224 95
	8,198	$100,208 85

RECAPITULATION.

NAME.	Average.	Amount Apportioned.
Ward Schools	78,831	$963,551 31
Colored Schools	731	8,935 01
Normal Schools (White)	1,349	16,488 83
Normal Schools (Colored)	9	110 00
Corporate Schools	8,198	100,208 85
	89,118	$1,089,294 00

SCHEDULE No. 9.

SCHEDULE NO. 9.

REPORT OF THE FINANCE COMMITTEE.

To the Board of Education:

The Finance Committee present herewith the annual statement of the financial operations of the Board for the year 1874. The total expenditure for the first twenty-two Wards was three million two hundred and twenty-seven thousand four hundred and thirteen dollars and fifty-two cents ($3,227,413.52); for the lately annexed 8th District, comprising the 23d and 24th Wards, it was one hundred and forty-seven thousand six hundred and ninety dollars and eighty-three cents ($147,690.83); and for the Corporate Schools, directed by special acts of the Legislature, one hundred thousand two hundred and eight dollars and eighty-five cents ($100,208.85), an aggregate of three million four hundred and seventy-five thousand three hundred and thirteen dollars and twenty cents ($3,475,313.20), which, deducting the expenses of the 8th District, is one hundred and fifty-one thousand three hundred and eighty-nine dollars less than the total expenditure for 1873, for the twenty-two (22) Wards, including the Corporate Schools for that year, this sum representing very nearly the difference between the amount expended for 1873 and 1874, for buildings, repairs, furniture, etc. The sum expended for supplies to the schools, including those in the new District, which cost ten thousand eight hundred and seventy dollars ($10,870), is seven thou-

sand five hundred dollars ($7,500) less than that expended for twenty-two Wards in 1873, while, in other items, such as gas and fuel, there is an evident decrease in their consumption and cost.

The amount that was expended in the twenty-four Wards for sites, new buildings, furniture, heating apparatus, and repairs by special appropriations, is three hundred and twenty-eight thousand five hundred and twenty-eight dollars ($328,528), while in 1873, for the same purposes, was expended the sum of four hundred and eighty-one thousand seven hundred and fifty-eight dollars ($481,758) The expenditure for salaries of teachers and janitors in all the schools in the first twenty-two Wards is larger than in 1873 by more than thirty-six thousand dollars ($36,000), the increase being mainly in the Ward Schools, occasioned, no doubt, by the employment of teachers required for the new schools opened in the 3d, 12th, 13th, 17th and 19th Wards, and the increase made by the amended By-Laws, in the salaries of the provisional teachers of the German language. The extension of the Public School System, year by year, necessarily calls for the additional expenditure of money, and, if the Board can, by the exercise of a proper economy, succeed in keeping the future aggregate expense of the twenty-four Wards within the sum expended in 1874 for the twenty-two Wards, without impairing the usefulness of the system, or withholding any needed means required for its extension, it will accomplish as much as can reasonably be expected by the friends of public education. The expenditure by special appropriations includes the expense of completing the Model or Training School Building, and providing its furniture and heating apparatus, and the additional Primary School accommodations provided: the extensive altera-

tions made to buildings Nos. 2, 45, 46 and 51 ; the purchase of one additional lot and two new sites; partial payments for erecting a Primary School building in the 17th Ward ; and, in addition to these, the very general repairs and furnishing of buildings which was accomplished during the summer vacation. The entire expenditure, and the existing liabilities, on account of the years 1873 and 1874, are in the total less than the sums placed at the disposal of the Board for 1873 and 1874, about one hundred and eighty-five thousand dollars ($185,000).

Your Committee recommend that this report, and the statement annexed, be included in the volume of minutes for the year 1874.

Respectfully submitted,

J. D. Vermilye,
Wm. Dowd,
R. W. Townsend,
R. G. Beardslee,
Jos Seligman,
Finance Committee.

February 17, 1875.

FINANCIAL STATEMENT

Of the Board of Education, for the year 1874.

RESOURCES.

Balance with the Comptroller, from 1873, amount exceeding the aggregate of the Vouchers sent him for payment (see Report of 1873).....	$129,496 39	
Amount received by and credited the Comptroller through the Public School Building Fund in 1873.....	900 00	
		$130,396 39
Amount of the revised "Estimate" appropriated by the Board of Estimate and Apportionment for Public Instruction in the Twenty-two Wards.....	3,602,500 00	
Amount appropriated by the Board of Estimate and Apportionment for Public Instruction in the 23d and 24th Wards..	166,586 00	3,769,086 00
Total amount with the Comptroller, to the credit of this Board, for general purposes in 1874.		$3,899,482 39

For special accounts, viz.:		
Amount received from the Nautical School Fund by the Comptroller	3,329 17	
Amount received from proceeds of Public School Building Fund Stock by Comptroller.	45,441 42	48,770 59
Total		$3,948,252 98

PAYMENTS.

By Vouchers, transmitted to the Comptroller, viz.:		
For Salaries of Teachers in the Ward Schools	$2,098,119 48	
For Salaries of Janitors in the Ward Schools	106,411 99	
For Salaries of Teachers and Janitors in the Normal College and Schools	76,017 91	
For Salaries of Teachers and Janitors in the Evening Schools	105,637 87	
For Salaries of Teachers and Janitors in the Colored Schools	45,420 94	
For Salaries of the Employés of the Board of Education	77,146 61	
Total Salaries		$2,508,754 80

For Supplies: Books, Maps, Slates, &c., for all the Schools, account, 1873	$2,000 00	
" 1874	160,429 51	
		162,429 51
For Fuel for all the Schools and the Hall of the Board.....		86,331 35
For Gas for all the Schools and the Hall of the Board, account of 1873.	$4,388 82	
account of 1874.	13,698 74	18,087 56
For incidental expenses of the Board of Education: Stationery, Printing, delivering supplies to the Schools, Postage, &c., &c., account of 1873..	$1,717 93	
" 1874..	23,074 15	$24,792 08
For incidental expenses of Boards of Trustees: Stationery, Printing, Salaries of Clerks, and for current repairs to buildings, &c.,&c., account of 1873..	2,832 00	
" 1874..	44,551 90	47,383 90

For Pianos and repairs.....		7,550 00
For workshop, wages and materials.....		1,902 60
For rents of school premises, to 1st November.....		40,483 09
For Normal College and Schools: Incidental expenses and chemicals, and apparatus:		
account of 1873..	255 12	
" 1874..	3,815 54	4,070 66
For Normal College Literary Fund for Prize Books.....		242 10
For Evening School, incidental expenses.....		$733 51
For Colored Schools, incidental expenses, viz.:		
account of 1873..	16 18	
" 1874..	2,220 06	2,236 24
Total supplies, rents, ordinary repairs, &c.		$396,242 60

For erecting and furnishing buildings, alterations of buildings, and for heating apparatus, and

for repairs of buildings, furniture and apparatus by special appropriations, viz.:			
Erecting and furnishing buildings....	$82,450 00		
Erecting and furnishing Normal College.....	11,997 00	94,447 00	
Alterations and repairs of buildings, furniture and heating apparatus, and for furnishing buildings, account of 1873...		25,863 73	
" 1874...		153,334 80	273,645 53
Erecting and furnishing buildings from proceeds of Public School Building Fund Stock.			45,441 42
For Nautical School, Salaries and Supplies, from Special Fund..			3,329 17
Total for Public Schools.....			2,227,413 52
For Corporate Schools, annual apportionment, per Report of Finance Committee of 18th March.....			100,208 85
Total payments for the 22 original Wards and *Corporate Schools*.			$3,327,622 37

Eighth District, Twenty-third and Twenty-fourth Wards.

For Salaries of Teachers and Janitors		$119,430 88
For Supplies: Books, Maps, Slates, &c	10,870 61	
For Fuel	5,124 58	
For Incidental Expenses of the Schools, current repairs, Printing, Stationery, &c	2,132 43	
For rents of School Premises	689 96	
For repairs and alterations of buildings, and for furniture and for other repairs by Special Appropriations	9,412 37	
Total for lately annexed School District		$147,690 83
For the 24 Wards, total		$3,475,313 20
Amount of apportionments, &c., stated in account as Resources.	3,948,252 98	
Amount of payments per Vouchers sent the Comptroller, as above stated	3,475,313 20	
Balance available for liabilities and contingencies, for 1873 and 1874, with the Comptroller.		$472,939 78

Liabilities of the Board on Appropriations made to date, viz:

For 1873, Special Appropriations, balances.....	$1,566 24	
For 1874, Special Appropriations, for sites, new buildings, furnishing, repairs &c.....	182, 630 64	
		$184,196 88
For Evening School of Practical Chemistry, designated by Board of Estimate and Apportionment, in appropriation for 1873.....		$8,000 00
		$192,196 88
For Special Appropriations, balances Normal College contracts.....		26,088 11
For examination and report on the subject of Warming and Ventilation, designated by the Board of Estimate and Apportionment, 1874.....		5,000 00
For salaries of teachers and janitors, in the Evening Schools, for December.....	$20,554 00	
For salaries of teachers and janitors, in the Colored Schools, for December.....	410 00	

For wages and materials, Workshop	1,051 00	
For rent of School Building	750 00	
For supplies through Depository	529 00	
For fuel	286 00	
For expenses of the Board of Education	324 00	
For Pianos purchased	1,320 00	
For Gas	3,232 00	
For sundries, for Normal, Evening and Colored Schools	254 00	
For incidental expenses of Ward Schools, repairs, &c., by Trustees	16,216 00	44,926 00
		268,210 99

Eighth District, Twenty-third and Twenty-fourth Wards.

For repairs of buildings, and balances of contracts, &c., by appropriations	$17,893 25	
For sundries, incidentals, gas, &c., estimated	200 00	18,093 25
Total		$286,304 24

Statement of Special appropriations made by the Board in 1874, *for Sites, Buildings, Furniture, Heating Apparatus, and Alterations and Repairs, and the Payments, &c., on account thereof, viz:*

Liabilities on this account, transferred from 1873, per last report	$20,550 62	
Appropriated since from the reserved fund of 1873, for indebtedness of 1873	6,879 35	
		27,429 97
Appropriated since from the reserved fund of 1874	444,302 78	
Of this sum the Board rescinded (per Journal 612).	$24,400 00	
(per Journal 903).	1,487 34	
	$25,887 34	
Leaving net Appropriations for 1874 account		$418,415 44
Total		445,845 41
Payments on account of these appropriations, per general statement.	$2,450 00 25,863 73 153,334 80	
		261,648 53
Present liabilities on appropriations		184,196 88
Of 1873	1,566 24	
Of 1874	182,630 64	
	$184,196 88	$184,196 88

Statement of the fund "Reserved and set Apart" for Special Appropriations:

Apportioned by the Board of Estimate and Apportionment.		
First estimate.....	$600,000	
Relinquished by this Board on revised estimate, in June.....	150,000	
Total for the year for Specials.....		$450,000 00

From this the Board appropriated, viz:

To meet deficiency in the Corporate School Apportionment.....	208 85	
For the iron railing, lightning rods and flagging, for Normal College Building and grounds...	12,228 00	
For Sites, Buildings, Alterations, Repairs, Furnishing, &c., as above stated.....	418,415 44	
Total appropriated therefrom.....		$430,852 29
Balance at this date unappropriated.....		19,147 71

Special Appropriations for the Eighth District:

For a site in 157th street, 23d Ward.....	$9,000 00

For Altering and furnishing Grammar School Building No. 66, 24th Ward.....	6,040 00	
For repairs of buildings, furniture, heating apparatus, and for furnishing other buildings. Sundry amounts.....	13,525 62	
Total		$28,565 62
Of this the Board rescinded.....	480 00	
Amount paid.....	9,442 37	
Transferred to Piano account.....	750 00	
Total.....		10,672 37
Liabilities to this date.....		17,893 25

STATEMENT OF SPECIAL ACCOUNTS, 1874.

Normal College Building Fund.			
Balance of Appropriations per last report		$4,357 11	
Amount appropriated from fund of 1873, for contracts	$21,500		
Amount appropriated from fund of 1874, for contracts	12,228	33,728 00	
			$38,085 11
Paid by vouchers sent the Comptroller, viz:			
On contracts made prior to 1874		$9,197 00	
On contracts made in 1874		2,800 00	
			$11,997 00
Balance available for existing contracts			26,088 11

Fund for the Establishment and Organization of a Nautical School, per Act of the Legislature, passed April 24, 1873.

Balance per last report	$49,500 00	
Paid on account of appropriations therefrom, by vouchers sent the Comptroller	3,329 17	
Balance available		$46,170 83

Public School Building Fund, Stock account:

Balance available per last report..	$43,198 02	
Appropriated since.....	13,322 20	
Balance available this date.....		$29,875 82
Liabilities on contracts per last report.....	32,475 37	
Amount appropriated therefrom since for heating apparatus and for furnishing the Model School.....	13,322 20	
		45,797 57
Paid on account of appropriations, by vouchers sent the Comptroller.....		45,441 42
Balance due on appropriations.....		$356 15

SCHEDULE No. 10.

SCHEDULE No. 10.

Showing the Expenses incurred in the Evening Schools for Salaries, Supplies through Depository, Repairs, Gas Fitting, Repairs through Shop, etc., for the year ending December 31, 1874.

Salaries of Teachers and Janitors	$105,637 87
Miscellaneous, including Repairs	561 35
Repairs through Shop	76 20
Supplies by Trustees	75 68
Books, Maps, etc., through Depository	9,461 46
Printing	478 03
Furniture	263 00
Gas Fitting	765 80
Total—22 Wards	$117,319 39

Eighth District—23d and 24th Wards.

Salaries of Teachers and Janitors	$2,455 00
Books, Maps, etc., through Depository	531 63
Total	$2,986 63

Showing Expenses incurred in the Colored Schools for Salaries, Supplies through Depository, Repairs through Shop, Miscellaneous Repairs, Gas, Fuel, Rent, etc.

Salaries of Teachers and Janitors	$45,420 94
Repairs	1,503 37

Supplies	160 10
Fuel	1,937 48
Gas	314 52
Rent	1,400 00
Sundries, Printing, Cleaning, etc	222 46
Repairs through Shop	270 24
Supplies through Depository	1,804 80
Total	$53,033 91

SCHEDULE No. 11.

SCHEDULE No. 11.

Showing Payments for Salaries of Teachers and Janitors, by Wards, in 1874.

WARDS.	CLERKS' SALARIES.	REGULAR.	SPECIAL.	TEACHERS.	JANITORS.	TOTAL.
First	$76 68	$32,327 01	$1,080 00	$33,407 01	$1,848 00	$35,331 69
Second		3,560 70	75 00	3,635 70	598 00	4,233 70
Third		981 21	13 75	994 96	184 00	1,178 96
Fourth	102 24	41,678 86	1,193 50	42,872 36	2,821 00	45,795 60
Fifth	105 65	43,305 43	809 00	44,114 43	2,353 00	46,573 08
Sixth	130 56	62,041 20	1,800 00	63,841 20	3,913 00	67,884 76
Seventh	229 32	90,852 10	2,942 97	93,795 07	4,628 00	98,652 39
Eighth	154 68	61,939 17	1,670 00	63,609 17	3,263 00	67,026 85
Ninth	312 24	113,978 05	1,449 88	115,427 93	6,654 00	122,394 17
Tenth	381 14	135,013 01	4,239 88	139,252 89	5,759 00	145,393 03
Eleventh	411 88	149,344 92	2,005 62	151,350 54	7,131 00	158,893 42
Twelfth	369 06	157,582 76	4,294 83	161,877 59	9,897 00	172,143 65

Thirteenth.....	258 32	91,729 89	1,537 50	93,267 39	4,397 00	97,922 71
Fourteenth.....	113 33	57,139 23	2,318 13	59,457 36	3,354 00	62,924 69
Fifteenth..	222 88	88,478 77	5,492 63	93,971 40	3,809 00	98,003 28
Sixteenth.....	267 24	106,437 41	2,215 25	108,652 66	5,454 00	114,373 90
Seventeenth.....	403 32	152,827 18	2,380 00	155,207 18	8,144 00	163,754 50
Eighteenth.... .	224 88	83,982 70	1,087 25	85,069 95	5,634 00	90,928 83
Nineteenth.....	416 52	169,622 76	3,145 07	172,767 83	6,945 00	180,129 35
Twentieth.....	362 96	123,959 14	2,214 38	126,173 52	6,461 00	132,997 48
Twenty-first....	305 88	112,833 36	2,408 45	115,241 81	4,786 99	120,334 68
Twenty-second..	481 65	168,737 15	5,394 38	174,131 53	8,378 00	182,991 18
	$5,330 43	$2,048,352 01	$49,767 47	$2,098,119 48	$106,411 99	$2,209,861 90
Twenty-third...	125 00	53,144 75	761 00	53,905 75	4,251 00	58,281 75
Twenty-fourth..	88 87	49,789 68	2,071 45	51,861 13	6,958 00	58,908 00
	$213 87	$102,934 43	$2,832 45	$105,766 88	$11,209 00	$117,189 75
	$5,544 30	$2,151,286 44	$52,599 92	$2,203,886 36	$117,620 99	$2,327,051 65

SCHEDULE No. 12.

Containing Location, Size of Lot, Size, Date of Erection of each School Building, and estimated value.

Grammar Schools.	Location.	Size of Lot.	Value of Lots.	Size of Main Building.	No. of Stories.	No. of Wings.	Size of Wings.	Value of Buildings.	Date of Erection.	Altered or Rebuilt.
No. 1	Vandewater street, near Pearl.	75 by 97½ feet	$30,000	45 by 91 fect.	4	4	15 by 26 feet...	$70,000	1863	
2	Henry street, near Pike.....	75 by 100 "	30,000	42 by 94 "	3	4	16¼ by 25 "	80 000	1835	1855 1874
3	Hudson street, near Grove.....	71 by 110 " 148 "	35,000	48 by 116 "	4	1 1 1	23 by 26½ " 23 by 39½ " 9 by 20 "	100,000	1821	1860
4	Rivington street, near Ridge...	75 by 100 " 20 by 65 "	32,000	45 by 100 "	4	1 4	20 by 50 " 15 by 33 "	90.000	1819	1854
5	Mott street, near Prince.....	75 by 100 "	18,000	45 by 90 "	3	2 2	15 by 23 " 8 by 14 "	55.000	1822	1855 1868
6	Randall's Island.....			45 by 105 "	2					
7	Chrystie street, near Hester and Branch.....	75 by 100 " 25 by 50 "	35,000	40 by 100 " 25 by 50 "	3			50,000	1826	1858
8	Grand street, near Wooster....	75 by 100 "	45,000	45 by 94 "	4	4	15 by 26 feet	70,000	1826	1863
9	82d street, corner 11th avenue..	100 by 100 "	18,000	28 by 90 "	1	4 2 2	7 by 12 " 23 by 30 " 16 by 22 "	9,000	1830	1867
10	Wooster street, near Bleecker..	75 by 100 "	45,000	43 by 91 "	4	2 1	16 by 26 " 9 by 19 "	70,000	1823	1859
11	17th street, near 8th avenue.....	100 by 100 "	40,000	50 by 100 "	4	4	25 by 25 "	100 000	1823	1854
12	Madison street, near Jackson...	100 by 95 "	40,000	42 by 85 "	3	4	29 by 25	80 000	1834	1856 1868
13	Houston street, near Norfolk...	100 by 100 "	50,000	50 by 95 "	4	4	25 by 27½ "	100.000	1833	1856
14	27th street, near 3d avenue.....	125 by 100 "	63,000	2 stories. 55 by 128 "	4	2	25 by 25 "	140,000	1849	1859
	On 28th street.....	50 by 100 "		2 stories. 55 by 99 "		2	25 by 41 "			

Grammar Schools.	Location.	Size of Lot.	Value of Lots.	Size of Main Building.	No. of Stories.	No. of Wings.	Size of Wings.	Value of Buildings.	Date of Erection.	Altered or Rebuilt.
No. 15	5th street, near Avenue D....	90 by 98 feet.	$32,000	42 by 96 feet.	4	2 2	24 by 28 feet. 24 by 23 "	$85 000	1838	1855 1866
16	13th st., near 7th ave.....	100 by 100 "	30,000	42 by 88 "	3	1 2	14 by 20 " 26 by 29 "	70,0 0	1845	1859
17	47th st., near 8th ave	150 by 100 "	56,000	47 by 97 "	3	2 2 2	21 by 26½ " 24½ by 26½ " 26 by 40 "	80,000	1846	1859 1871
18	51st st., near Lexington ave....	100 by 150 5/12 "	36,000	41 by 98 "	4	2	29½ by 24 "	80,000	1855	1866
19	14th st., near 1st ave.....	105 by 103 "	48,000	50 by 10) "	4	4	25 by 27½ "	110,000	1859	
20	Chrystie st., near Delancey....	100 by 100 "	40,000	50 by 97 "	4	2 2	25 by 28 " 25 by 33 "	100,000	1856	
21	Marion st., near Prince	75 by 100 "	24,000	43 by 91 "	4	2 2 1	16 by 22 " 16 by 26 " 9 by 19 "	7 ,000	1843	1858
22	Stanton st., near Sheriff.....	60 by 100 " 50 by 100 "	45,000	50 by 150 "	4	1	40 by 44 "	96,000	1846	1871
23	City Hall place, near Pearl st..	49 by 69 " 87 "	20,00)	39 by 69 "	3			30,000	1843	1856
24	Elm st., near Leonard.....	50 by 90 " 95 "	20,000	40 by 90 "	3			30,000	1843	1855
25	5th st., near 1st ave.....	100 by 96 1/6 "	45,000	50 by 92 "	4	2 2 2	25 by 32 " 25 by 34 " 8 by 13 "	85,(00	1871	
26	30th st., near 6th ave.....	100 by 130 "av.	40,000	50 by 104 "	4	2 2 4	25 by 30 " 25 by 23 " 16 by 26 "	105,000 70,000	1868 1862	
27	42d street, near 3d ave..... ..	75 by 98½ "	18,000	43 by 93 "	4					
28	40th st., near 8th ave.....	100 by 98½ "	32,000	50 by 96 "	3	2 2	20 by 24½ " 9¾ by 20 "	90,000	1846	1860
29	Greenwich st., near Rector....	48½ by 13) "	Leased.	40 by 130 av."	4	..		70,000	1845	1854 1862
30	Baxter st., near Grand.....	75 by 100 "	21,000	45 by 90 "	3	1	9 by 20 "	40,000	1844	
31	Monroe st., near Montgomery..	70½ by 97 "	27,000	42 by 85 "	3	4 1	16½ by 25 " 15 by 19 "	60,000	1844	1857
32	35th st., near 9th ave.....	100 by 98½ "	32,000	5 by 98½ "	4	4	25 by 25½ "	100,000	1843	1861
33	28th st., near 10th ave.	125 by 98¾ "	30,000	50 by 97¾ "	3 rear 4 front	2 2 2	24 by 26 " 27 by 35 "	90,000	1857	
34	Broome st., near Sheriff . . .	101½ by 87½ "	34,000	50 by 82½ "	4	1 1	27 by 27 " 23 by 27 "	95,000	1847	1856 1859

35	13th st., near Sixth ave.....	87	by	103	"	60,000	49 by 87	"	4	2	19	by 30	"	85,000	1847	1861			
										2	19	by 27	"						
										1	15	by 24	"						
36	9th st., near Avenue C.....	100	by	100	"	40,000	50 by 95	"	4	4	25	by 25	"	100,000	1847	1855, 1868			
37	87th st., near 4th ave.....	100⅔	by	100	"	24,090	48 by 83	"	3	1	15	by 20	"	70,000	1853	1861			
										2	26	by 26	"						
38	Clarke st., near Broome.....	100	by	90	"	44,000	50 by 90	"	4	4	12¼	by 25	"	65,000	1847	1858			
39	125th st., near 2d ave.....	100	by	99 11-12	"	32,000	50 by 85	"	3	2	25	by 29	"	70,000	1849	1856, 1869			
										2	10	by 34	"						
40	23d st., near 2d ave.....	97¾	by	98¾	"	56,000	48 by 98¾	"	4	2	24¾	by 47½	"	100,000	1865				
41	Greenwich avenue, opposite Charles street.....	75	by	119	"	30,000	48 by 75	"	4	1	50	by 87	"	95,000	1850	1857, 1866			
				166	"														
42	Allen street, near Hester....	98	by	76	"	50,000	44 by 76	"	4	4	18	by 23	"	100,000	1850	1860			
	Branch.....	38	by	75	"		38 by 70	"	4						1857				
43	129th st, near 10th ave	200	by	99 11-12	"	32,000	45 by 70	"	3	1	15	by 20	"	40,000	1854				
44	North Moore st., cor. Varick.	87 1-6	by	75	"	62,000	47 by 80	"	4	1	17	by 23	"	90,000	1851				
	W. B'dway, near Franklin st.	25	by	75	"					2	14	by 25	"						
										1	25	by 75	"						
45	24th st., near 7th ave.....	125	by	98¾	"	36,000	50 by 95	"	4	2	18	by 25	"	90,000	1851	1859			
										2	20	by 25	"						
46	156th st., near 10th ave.....	199½	by	100	"	40,000	53 by 90	"	2					45,000	1852	1860, 1874			
47	12th st., near Broadway	100	by	96av.	"	60,000	45 by 100	"	4	2	25	by 50	"	90,000	1855				
48	28th st., near 6th ave..	110	by	98¾	"	36,000	45 by 81	"	4	2	24	by 26½	"	105,000	1854				
										2	26½	by 39	"						
49	37th st., near 2d ave.....	100	by	125	"	35,000	2 stories.	"	4	2	20	by 40	"	1 10,0	1855	1865			
	38th " "	28½	by	128	"		50 by 125	"		2	25	by 37	"						
							2 stories.	"											
							50 by 110	"											
50	20th st., near 3d ave.....	100	by	92	"	40,000	100 by 50	"	4	2	25	by 50	"	100,000	1855				
51	14th st., near 10th ave.....	100	by	100 5-12	"	17,000	43 by 94	"	4	2	24	by 24½	"	90,000	1858	1874			
										2	19	by 27	"						
52	Kingsbridge road, near 206th st.	100	by	200	"	15,000	41 by 75	"	3	1	15	by 20	"	50,900	1857				
53	79th st., near 3d ave.....	100	by	100⅙	"	24,000	45 by 99	"	4	2	27½	by 26	"	90,000	1860				
										2	26	by 19½	"						
54	10th ave., cor 104th st.....	100 11-12	by	125	"	20,000	45 by 90	"	3	2	15	by 25	"	65,000	1862				
										2	8¼	by 20	"						
55	20th st., near 7th ave.....	90½	by	92	"	32,000	47 by 87	"	4	2	21⅔	by 25	"	90 0	1865				
										2	21	by 25	"						
56	18th st., near 9th ave.....	190	by	92	"	36,000	50 by 87	"	4	2	8	by 13	"	100,000	1868				
										2	25	by 30	"						
										2	25	by 22	"						
57	115th st., near 3d ave.....	170	by	100	"	30,000	52 by 96	"	4	4	8	by 13	"	105,000	1867				
										2	24	by 24	"						
										2	24	by 26	"						

Grammar Schools.	Location.	Size of Lot.	Value of Lots.	Size of Main Building.	No. of Stories.	No. of Wings.	Size of Wings.	Value of Buildings	Date of Erection.	Altered or Rebuilt.
				Feet.						
No. 58	52d street, near 8th avenue.. .	125 by 100.5-12 feet.	$40,000	52 by 94	4	4 2 2	8 by 13 feet. 24 by 24 " 24 by 26 "	$100,000	1868	
59	57th street, near 3d avenue.....	100 by 100.5-12 "	30 000	50 by 95	4	2 2	25 by 33 " 25 by 36 "	85,000	1871	
	54th street, near 6th avenue....	75 by 100.5-12 "	25,000							
	61st street, near Broadway.....	100 by 100.5-12 "	65 000							
60	College ave., cor. 145th street...	125 by 174 by 200 "	6.000	40 by 100 (av	2			35,000	1866	1858
	Branch, Cortland avenue, near 148th street	125 by 150 by 196 "	5,000	27 by 58	2			3,000	1845	
61	3d avenue, near 169th street ..	200 by 211 "	24,000	40 by 80	2			30,000	1862	1869
62	3d avenue, near 157th street....	230 by 170 "	27,000	42 by 80 (av	3			30,000	1866	
	Branch.....	Leased. "								
63	3d ave., cor. of 173d street.....	250 by 150 "	7,000	52 by 60	2			30,000	1864	
64	Avenue C, corner of 2d street Fordham.....	75 by 200 "	1,800	43 by 25	2	2	21 by 35 " 31 by 38 "	10,000	1854	1870
65	Locust avenue, West Farms...	205 by 331 by 305 "	6,000	40 by 90	2	2	25 by 25 "	22,000		
66	Kingsbridge	51 by 115 by 122 by 212	3,000	32 by 40	2	1	22½ by 41½ "	13,000	1872	1875
67	Mosholu.....	145 by 170 by 122 "	1 500	28 by 40	2			4,500		
	NORMAL COLLEGE 4th av., Lex. av., 68th and 69th streets.		256,000	78 by 125	4	1	80 by 177½ "	320.000	1871-2	
	MODEL SCHOOL Lex. av., 68th and 69th sts.	200.10-12 by 405 "		50 by 120	3	2 1	9 by 22 " 11½ by 23 "	83,000	1873	
	COLORED SCHOOLS.									
No. 1	Mulberry street, near Grand ..	50 by 100 "	20,000	34 by 91	3	1 4	9 by 19 " 8 by 22 "	45.000	...	1859
2	South 5th avenue, near Broome	45 by 93 "	40,000	30 by 75	3			25,000		1870
3	41st street, near 7th avenue....	100 by 98¾ "	36,000	50 by 94	3			70.000	1868	
4	17th street, near 7th avenue.....	20 by 95 "	8,000	25 by 62	3	1	11 by 28 feet.	12,000	1840	
6	95 Allen street...	Leased. "								

PRIMARY SCHOOLS.

No.												
1	Ludlow street, near Delancey..	75 by 87½ Feet.	25,000	45½ by 82½	4	4	14¾ by 29½ "	70,000	1845	1872		
2	Bayard street, near Baxter.....	22 by 95 "	10,000	25 by 62	3	1	11 by 28 "	12,000	1846			
3	Cannon street, near Stanton...	25 by 100 "	8,000	25 by 45	3	4		12,000	1834			
4	411 East 16th street.....	75 by 92 "	35,000	45¼ by 87	3	{2 / 2	14¾ by 28 feet. / 14¾ by 31 " }	60,000	1872			
5	4th street, near avenue C.....	49½by 96 "	18,000	36 by 94	3	4	6¾ by 22 "	40,000	1857			
6	15 and 17 Third street.....	Leased.										
7	West 10th st., near Washington	25 by 95 "	7,000	25 by 71	3	1	11 by 24 "	12,000	1844			
8	Mott street, near Bayard.....	50 by 94 "	20,000	36 by 90	3	4	7 by 22 "	40,000	1857	1862		
9	1st street, near 2d avenue.....	64 by 144 "	35,000	53 by 57	3	1	21 by 25 "	35,000		1864		
10	Cannon street, near Broome....	75 by 100 "	21 000	57 by 73	3	1	21 by 31 "	30,000				
11	Vestry street, near Hudson...	51½by 104 "	25,000	38 by 98	4	4	6¾ by 20 "	50,000	1866	1865		
12	85 Roosevelt street.....	$71\frac{4}{12}$ by 61 "	25,000	50 by 61	3	{2 / 2	8 by 14 " / 10½ by 17 " }	40,000	1868			
13	Downing street, near Bleecker.	75 by 75 "	15,000	48½ by 70	3	4	13¼ by 24 "	70,000	1869			
14	Oliver street, near Oak.....	71 by 100 "	30,000	40 by 92	3	{2 / 2	9 by 20 " / 9 by 19 " }	45,000	1860			
15	Stone street, near Whitehall...	25 by 100 "	15,000	25 by 62	4	1	11 by 28 "	15,000	1845	1869		
16	32d street, near 3d avenue	100 by 98¼ "	24,000	50 by 94	3	{2 / 2	15 by 40 " / 15 by 31 " }	80,000	1868			
17	42d street, bet. 7th and 8th ave.	Leased.										
18	Waverley place, near Bank st..	36 by 66 "	9,000	26 by 66	2			10,000	1839			
19	3d avenue, cor 105th street.. .	Leased.										
20	Broome street, near Clinton...	{50 by 88 " / 34½by 40½ "	27,000	36 by 83	3	4	7 by 18½ "	40,000	1839	1859		
21	3d avenue, near 49th street....	Leased.										
22	1st avenue, cor. 9th street.....	69 by 100 "	45,000	42 by 100	3	2	14 by 21 "	50,000	1843	1860		
23	17 St. Mark's place.....	Leased.										
24	Horatio street, near 9th avenue	50 by 87½ "	15,000	36 by 87	3	4	7 by 22 "	40,000	1858			
25	Greenwich st., near Charlton...	25 by 100 "	10,000	25 by 62	3	1	11 by 28 "	12,000	1846			
26	12th street, near Avenue B.....	80 by 103 "	26,000	45 by 97		{2 / 2	17½ by 24 " / 9 by 37½ " }	50,000	1862			
27	37th street, near 11th avenue...	75 by 107 "	18,000	40 by 90	3	2	9¼ by 25 "	60,000	1854	1868		
28	20th street, near 1st avenue....	80 by 99 "	26,000	50 by 95	3			40.000	1849	1858		
29	19th street, near 1st avenue...	83 by 92 "	22,000	40 by 90	2	2	21½ by 35 "	30,000	1854	8..		
30	Ward's Island											
31	2d street, near Avenue C.....	50 by 106 "	25.000			..		40,000	1867			
32	182d street, near 11th avenue...	200 by 100 "	20,000	78 by 40	1	2	15 by 20 "	20.000	1858			
33	East 75th street, near 3d avenue	Leased.										
34	Pearl street, near Beekman ...	25 by 100 "	20,000	25 by 46	3	{1 / 1	9 by 11 " / 18 by 30 " }	12,000		1873		
35	1st avenue, near 53d street.....	Leased.										

Primary Schools.	Location.	Size of Lot.	Value of Lots.	Size of Main Building.	No. of Stories.	No. of Wings.	Size of Wings.	Value of Buildings.	Date of Erection.	Altered or Rebuilt.
36	Monroe street, near Market....	50 by $142\frac{7}{12}$ Feet.	20,000	36 by 122 feet.	3	2 2	7 by 20 feet. 7 by 38 "	45,000	1863	
37	No. 67 Warren street.....	Leased,								
38	124th street, near 5th avenue..	Leased.								
39	7th street, near avenue B.....	Leased.								
40	49th street, cor. 7th avenue.....	Leased.								
41	52d street, near 10th avenue....	Leased.								
42	88th street, near 2d avenue....	Leased.								
43	Highbridge ave., cor. H. B. st..	50 by 142 by 116 "	2,500	25 by 34 "	1	1	16 by 24 "	2,500	1852	1863
44	Concord ave., cor. 145th street..	75 by 100 "	3,000	35 by 75 "	1			11,000	1867	
45	Mount Hope.....	100 by 100 "	1,200	47 by 55 "	2	1	25 by 25 "	9,000		
46	Spuyten Duyvil.....	50 by 100 "	500	25 by $62\frac{1}{2}$ "	1			2,500		
47	Williamsbridge.....	100 by 100 "		25 by 40 "	1	1	18 by 20 "	3,500		
48	Belmont.....	Leased.								
			$3,174,700					$6,519,900		

SCHEDULE NO. 13.

The Common Schools divided into twenty-one groups, each group to be visited by a Commissioner, during the year 1874.

Randolph W. Townsend.	Charles V. Lewis.	James W. Farr.	Henry P. West.	Albon P. Man.	Albert Klamroth.	David Wetmore	Robert Hoe.	Andrew J. Mathewson	Eugene Kelly.	Joseph Seligman.
1	2	3	4	5	6	7	8	9	10	11
G. S. No. 29	G. S. No. 1	G. S. No. 8	G. S. No. 2	G. S. No. 7	G. S. No. 4	G. S. No. 5	G. S. No. 3	G. S No. 16	G. S. No. 10	G. S. No. 13
P. S. No. 14	G. S. No. 23	G. S No. 38	G. S. No 12	G. S. No. 20	G. S. No. 34	G. S. No. 21	P. S. No. 7	G. S. No. 41	G. S. No. 35	G. S. No. 19
P. S. No. 34	G. S. No. 24	G. S. No. 44	G. S. No. 31	G. S. No. 42	P. S. No. 10	G. S. No. 30	P. S. No. 13	P. S. No. 18	G. S. No. 47	G. S. No. 25
P. S. No. 38	P. S. No. 2	P. S. No. 11	P. S. No. 36	P. S. No. 1	P. S. No. 20	C. S. No. 1		P. S. No. 24		P. S. No. 9
.....	P. S. No. 8	P. S. No. 25		C. S. No 6						P. S. No. 22
.....	P. S. No. 12	C. S. No. 2								P. S. No. 26
.....	P. S. No. 14									

J. Crosby Brown.	William Dowd.	William H. Neilson.	James M. Halsted.	J. D. Vermilye.	Edward O. Jenkins.	David F. Baker.	Rufus G. Beardslee.	Sam'l P. Patterson.	Ferdinand Traud.
12	13	14	15	16	17	18	19	20	21
G. S. No. 15	G. S. No. 50	G. S. No. 14	G. S. No. 11	G. S. No. 26	G. S. No. 28	G. S. No. 9	G. S. No. 18	G. S. No. 6	G. S. No. 43
G. S. No. 22	P. S. No. 4	G. S. No. 40	G. S. No. 55	G. S. No. 32	G. S. No. 51	G. S. No. 17	G. S. No. 27	G. S. No. 37	G. S. No. 46
G. S. No. 36	P. S. No. 28	G. S. No. 49	G. S. No. 56	G. S. No. 33	P. S. No. 17	G. S. No. 58	G. S. No. 53	G. S. No. 39	G. S. No. 52
P. S. No. 3	P. S. No. 29	P. S. No. 16	C. S. No. 4	G. S. No. 45	P. S. No. 27	P. S. No. 40	G. S. No. 59	G. S. No. 57	G. S. No. 54
P. S. No. 5				G. S. No. 48	C. S. No. 3	P. S. No. 41	P. S. No. 21	P. S. No. 19	P. S. No. 32
P. S. No. 31							P. S. No. 33	P. S. No. 30	
P. S. No. 39								P. S No. 42	

APPENDICES

REPORT

OF THE

CITY SUPERINTENDENT.

CITY SUPERINTENDENT'S OFFICE,

NEW YORK, December 31, 1874.

To the Honorable the Board of Education:

As required by law, I have the honor to submit the following report for the year ending at this date.

NUMBER AND CLASSIFICATION OF SCHOOLS.

The whole number of schools under the care of your Board, at this date, is three hundred and four, including forty-four Grammar Schools for males, forty-five Grammar Schools for females, thirteen Grammar Schools for both sexes, sixty-four Primary Departments, forty-seven separate Primary Schools, nine schools for colored children, forty three Corporate Schools, thirty-seven Evening Schools, including the Evening High School, one Nor-

mal School (Normal College), and one Model, or Training School, connected with the Normal College. Besides these, provision is afforded, through the Saturday sessions of the Normal College, for the instruction of teachers.

ATTENDANCE OF PUPILS.

The average attendance of pupils for the year ending at this date was 117,239, and the whole number of pupils enrolled, and receiving instruction during any portion of the year, is reported as 251,545, which is an increase, over the corresponding numbers reported last year, of 7,844 in the average attendance, and 15,092 in the whole number taught.

The average attendance and number of pupils taught in each class of schools during this and the preceding year are exhibited in the following table:

SCHOOLS.	1874.		1873.	
	Average Attendance.	Whole No. Taught.	Average Attendance.	Whole No. Taught.
Male Grammar Schools.....	17,149	31,463	16,221	30.749
Female Grammar Schools	15,684	29,551	15,565	28,848
Mixed Grammar Schools, M. & F.	2,400	4,354	1,036	2,034
Primary Departments.....	41,873	91,819	39,812	90,247
Primary Schools.....	19,143	44,904	16,839	39,734
Colored Schools.....	870	2,040	813	2,134
Normal Schools.....	1,268	2,226	1,169	1,965
Corporate Schools.....	8,690	22,848	8,780	21,192
Evening Schools.....	10,162	22,340	9,160	19,550
Total.....	117,239	251,545	109,395	236,453

From this exhibit it will be seen that the principal increase in the average attendance has occurred in the Grammar and Primary Schools, in which it amounts to 6,833, or about 7½ per cent. In the Primary Schools, the increase of attendance during the year has been especially large, amounting to 2,304, or nearly 14 per cent. This has been caused by the opening of Primary Schools Nos. 19 and 38 in the Twelfth Ward: Nos. 6 and 23 in the Seventeenth Ward; No. 21, and the Model School in the Nineteenth Ward; and a branch of Primary Department No. 4 in the Thirteenth Ward; making, in all, seven new Primary Schools in a little more than a year. Primary School No. 37, which was opened in the Third Ward in September last, was, in fact, only a transfer of Primary School No. 38 from the First

Ward, and, consequently, is not included in this list of new schools.

The average attendance above reported would have been larger had every school been able to hold its sessions during the entire school year. The closing of Grammar Schools Nos. 2, 45, and 51 during several weeks previous to the summer vacation, and the failure of Nos. 2 and 45 to re-open for a considerable time after the close of the same, have caused, to some extent, a diminution in the general attendance.

The average attendance of pupils in the schools of the annexed district (Twenty-third and Twenty-fourth Wards) was 4,130 which must be deducted from the number above reported in order to show the actual increase of attendance at the schools within the former city limits. This will, however, leave an excess of 3,714 over last year's attendance, which is larger than has occurred for several years.

In the annual reports previously submitted by the undersigned, as well as by his predecessor, the term *mixed schools*, meaning schools containing male and female pupils, has not been used; since, as most of the primary departments and schools are mixed, in that sense, none of them have been classified according to the sex of their pupils. The number of Grammar Schools of this description has, until the present year, been so small that it has not been deemed requisite to mention them as a separate class. The Grammar Schools of the annexed district being all mixed schools, the number has become so large as to render it important that this class of schools, with their attendance of pupils, should be presented in this report, so as to exhibit the

precise extent to which the co-education of the sexes exists in the Grammar Schools belonging to our system. A careful examination of these schools, as to their discipline and progress in scholarship, has elicited nothing to discredit in any way this mode of organization as compared with that of the other schools. The principals commend it as possessing many advantages over the plan of separating male and female pupils of such an age and grade of attainment, and parents seem to approve of it. I see no reason, therefore, to recommend any change in this respect in the schools recently placed under the care of the Board, more especially as the continuance of the present plan is undoubtedly favorable to accurate classification, as well as to an economical administration of our system.

The average attendance and yearly enrollment, as shown in the preceding exhibit, present a very great discrepancy, the former being only about 55 per cent. of the latter. As I have stated in previous reports, this is, to a certain extent, fictitious. As many pupils are constantly passing from school to school, in consequence of a change of residence and from other causes, and as each school returns all the pupils who attended during any portion of the year, without regard to their attendance at any other school, the same pupils are, consequently, counted several times in the aggregate of the different returns. Were some means devised to correct this statistical inaccuracy, the number showing the general enrollment for the year would be considerably reduced; and I see no reason for continuing a practice which, in a serious manner, impairs the accuracy of our returns, and at the same time gives a false impression as to the actual number of children who attend the schools. I recommend,

therefore, that the records of the schools and the method of making returns of attendance be so modified as to correct this error, which, besides what has already been stated, seems to indicate that the pupils are very irregular in their attendance; whereas, in fact, they are quite remarkable for regularity as well as punctuality.

The average number of pupils on register during the year, as compared with the average attendance at all the day schools, taken in the aggregate, shows the rate of absenteeism to be about *eleven per cent.*, which is somewhat less than it was during the previous year. This rate is smallest in the male Grammar Schools, in which it is less than *eight* per cent., and largest in the Colored Schools, being in the latter about *twenty-two* per cent. In the Primary Schools, it is nearly *three* per cent. greater than in the Primary Departments.

ACCOMMODATIONS.

In the construction and furnishing of our school buildings, too little regard has been had to the quantity of space which should be afforded to each pupil, in order to secure not only comfort to the children, but adequate means of ventilation. When children are packed into a small room, with about thirty cubic feet of air to each, ventilation is impossible, even by keeping every window in the room open to its utmost extent; and yet, in many of the class rooms in the Primary Departments and Schools, this is the state of things that exists. The Report presented to your Board in May last, by the Committee on Buildings, containing an exhibit of the capacity of each school and class room, with the number of sittings provided in each, by the furniture in use, presents this

deplorable fact in the clearest manner. This document shows that in the furnishing of the rooms no regard has been had to any other consideration than to crowd in as many seats as the superficial area would permit, and this without the application of any just sanitary principle or law. Thus, we find in some of the recitation rooms the amount of cubic feet of air per pupil ranges from 100 to 150 and upward; while in many others, it is below 50, in some even less than 40. In Primary School No. 7, for example, none of the class rooms in use afford 40 cubic feet of air per pupil; while the means of ventilation would be very insufficient even in larger or less crowded rooms.

This valuable report shows that a great reform is needed in the furnishing of the school rooms; that a proper principle should be adopted and applied to regulate this matter; and that no more seats should be placed in a room than would be justified by its size and other considerations having reference to the means of ventilation. In these crowded rooms it is often necessary, even in the coldest weather, to open windows, and thus expose to cold currents of air many of the young and often delicate pupils, who thus frequently contract the most serious, and sometimes fatal, maladies.

This report also shows that there is a great and unreasonable disparity between the accommodations afforded to the children in the Primary Departments and those of the Grammar Departments. In many of the buildings, while the rooms of the Grammar Departments are furnished so as to afford from 100 to 150 cubic feet of air per pupil, in the Primary Departments scarcely 50 cubic feet of air is afforded.

For this there can be no sound reason or excuse. The distinction between Primary and Grammar School pupils is, to a certain extent, arbitrary. There is, in fact, but one course of instruction, extending from the lowest, or alphabet grade, to the highest in the grammar schools; and it is quite immaterial for any practical purpose in connection with instruction whether we consider those pupils who are below the *eighth* or the *sixth* grade, for example, primary pupils.

Why, then, on account of this artificial line of demarcation, crowd into such contracted and unwholesome space these young children—these tender buds of humanity; while to the older and stronger plants we afford abundant means for the full exercise of the natural functions? If our system possessed a greater degree of unity in its administration and organization, such a state of things could scarcely ever occur, since there would be in the case of all grades of pupils a uniformity of treatment, physical, mental, and moral, which does not now exist.

I trust that the facts contained in this most valuable document will be employed, during the ensuing year, to work a radical reform in the direction here indicated—a reform far transcending in importance any of those that, at the present time, are urged so strongly upon the attention of the Board.

The following table exhibits the average attendance in the schools of each Ward as compared with the two preceding years, and, of course, shows where the principal increase of attendance has taken place during that time :

AVERAGE ATTENDANCE BY WARDS.

WARD.	1874.	1873.	1872.	WARD.	1874.	1873.	1872.
1st	883	1,280	1,496	14th.....	1,779	1,889	1,945
2d	154	171	163	15th.	3,688	3,726	3,795
3d	85	-----	-----	16th	4,382	4,477	4,447
4th.....	1,667	1,704	1,720	17th	7,321	6,731	7,047
5th.....	1,648	1,761	1,863	18th	3,857	3,762	3,769
6th.....	2,122	2,176	2,219	19th	8,181*	6,958	7,101
7th.....	3,772	3,831	3,583	20th	6,219	6,049	6,154
8th.....	2,458	2,578	2,569	21st.....	5,242	5,098	5,126
9th.....	5,330	5,207	5,059	22d.	8,338	8,034	7,909
10th.....	6,793	6,361	6,149	23d.....	2,513	-----	-----
11th.....	7,076	6,901	6,543	24th	1,617	-----	-----
12th.....	6,745	6,218	5,585				
13th.....	4,379	4,305	4,165	Total.....	96,249	89,217	88,407

* Including the Model School.

The following table exhibits the *percentage* of increase or decrease in the yearly average attendance during the past year, in each of the several Wards:

WARD.	Increase per cent.	Decrease per cent.	WARD.	Increase per cent.	Decrease per cent.
1st		31	12th	8½	
2d		10	13th	2	
3d			14th		6
4th		2	15th		1
5th		1	16th		2
6th		2½	17th	9	
7th		1½	18th	2½	
8th		4½	19th	16	
9th	2		20th	3	
10th	7		21st	3	
11th	2½		22d	3½	

From this exhibit it will be seen that in about one-half of the Wards, the average attendance has fallen off, in some of them, as the First and Second, considerably. The decrease in the Fourteenth Ward is due, in great part, to the closing of the Female Department of Grammar School No. 5 in September last, that in the First Ward to the closing of Primary School No. 38. As this school was reopened in the Third Ward, the actual loss of attendance in this locality is not so great as is represented in the above table, being, in fact, about twenty-five per cent. The largest increase has occurred, as will be seen, in the Twelfth, Seventeenth and Nineteenth Wards. Additional accommodations are required in those Wards, as well as in the Twenty-second Ward. The buildings in process of erection in the Twelfth and Twenty-second Wards will, there is no doubt, be filled as soon as they are opened for the reception of pupils.

EXAMINATIONS.

All the classes in every school under the care of the Board have been examined at least once during the past year, and many of them several times; so that the work of every teacher employed in the schools has been brought under the minute supervision of the Superintendent's Department, and its character carefully ascertained and recorded.

Of 2,112 classes thus examined, the instruction in 1,041 was found to have been *excellent;* in 901, *good;* in 149, *fair;* in 20, *indifferent;* and in 1, *bad.*

The following tabular exhibits show the results of the examinations in each class of schools, both as to instruction and discipline:

CHARACTER OF INSTRUCTION.

SCHOOLS.	Excellent	Good.	Fair.	Indifferent.	Bad.	TOTAL.
Male Gram. Schools	223	214	40	7	1	490
Female " "	247	132	15	..	..	394
Primary Dep'ts...	384	324	38	3	..	749
Primary Schools ..	176	192	36	4	..	408
Colored " ..	6	39	20	6	..	71
Total.....	1,041	901	149	20	1	2,112

CHARACTER OF DISCIPLINE.

SCHOOLS.	Excellent.	Good.	Fair.	Indifferent.	Bad.	TOTAL.
Male Gram. Schools	355	118	23	2	2	500
Female " "	356	39	5	..	..	400
Primary Dep'ts...	481	231	44	3	..	759
Primary Schools ..	261	118	30	6	..	416
Colored " ..	18	34	18	1	1	71
Total..	1,471	540	120	12	3	2,146

The results here reported do not differ considerably from those of the preceding year. The instruction in about 49 per cent. of the classes was found to be excellent, and in about 9 per cent. it was defective; last year the corresponding items were 48½ per cent. and 9 per cent. In discipline, the results in each year are precisely the same.

A careful examination of these tables will show, with great precision, the comparative efficiency, as to discipline and instruction, of each class of schools. It may, without doubt, be properly considered as showing likewise the comparative difficulty in giving instruction and maintaining discipline in each class of schools. In instruction, the greatest degree of deficiency has been apparent in the Male Grammar Schools, and the greatest degree of excellence in the Female Grammar Schools. In the latter schools, there was no deficiency of any great importance, except in 15 classes out of an aggregate of nearly 400. Both as

to instruction and discipline, these results are exceedingly creditable to the schools in general, inasmuch as, in more than ninety per cent. of all the classes examined, the results were found to be deserving of commendation.

The examinations have been conducted with great care and uniformity by the Assistant Superintendents, following the Teachers' Manual as a guide, and striving in every possible way to ascertain whether the instruction given by the teachers, while not slavishly adhering to every suggestion contained in the Manual, was based upon the principles therein set forth. By-means of this arduous work, much valuable experience and practical information in regard to the educational condition and wants of our system are constantly acquired by the examining officers; and I respectfully commend, therefore, to the attention of the Board the comments and suggestions contained in the several reports of the Assistant Superintendents, herewith submitted.

The two tables above presented show the work of the class teachers; in the following is exhibited a synopsis of the returns made to me in regard to the efficiency of the several principals in the *general management* of the schools:

GENERAL MANAGEMENT.

SCHOOLS.	Excellent.	Good.	Fair.	Indifferent.	Bad.	TOTAL.
Male Gram. Schools	30	20	1	..	..	51
Female " "	39	2	..	..	..	41
Primary Dep'ts...	36	15	5	1	..	57
Primary Schools..	18	21	1	..	..	40
Colored " ..	1	6	1	1	..	9
Total.....	124	64	8	2	..	198

The proportion of schools in which the general management was found to have been excellent, as herein reported, is less than was found to exist last year. Defects in the management of a school arise either from absolute inefficiency on the part of the principal, from errors of judgment in the classification, or in other respects, and sometimes from an intentional departure from the regulations of the Board, designed not only to promote the efficiency of the system, but uniformity in its administration. In no respect are the abuses found to exist so frequent or so flagrant as in the classification of the schools; and this is the more to be reprehended, inasmuch as there is nothing which is so vital to the true success of a school as a proper and accurate classification. The desire to have a school of a high grade, to obtain the credit of being able to send a large number of pupils to the College of the City of New York, or to the Normal College, sometimes induces principals to urge forward pupils from one grade to another prematurely—indeed, sometimes to pass over a whole grade, or to omit certain studies altogether. The effort to prepare pupils for "graduation" who are not sufficiently mature either in age or

scholarship, is a great abuse, and should be effectually checked. The presentation of such pupils for admission to the higher institutions is, moreover, discreditable to the Grammar Schools, as it appears to indicate an inefficiency in the instruction which does not exist. The standard for admission in those institutions should be carefully maintained, and all who fail to attain it in any respect should be promptly and decisively rejected.

The following tables show, in percentage, the comparative proficiency in each class of schools, during this and the preceding year, in discipline, and in the most important elementary branches—reading, spelling, arithmetic and penmanship:

TABLE OF COMPARATIVE PROFICIENCY IN 1874.

[*E* means Excellent; *G*, Good; *F*, Fair; *I*, Indifferent.]

SCHOOLS.	DISCIPLINE.				READING.				SPELLING.				WRITING.				ARITHMETIC.			
	E	G	F	I	E	G	F	I	E	G	F	I	E	G	F	I	E	G	F	I
Male Grammar Schools...	71	24	5	..	18	65	16	1	39	47	13	1	40	50	10	..	25	51	19	5
Female " " ...	89	10	1	..	42	55	3	..	61	33	6	..	65	32	3	..	31	51	15	3
Primary Dep'ts & Schools.	63	30	6	1	40	50	9	1	44	46	9	1	28	62	10	..	43	43	12	2
Colored.....	25	48	26	1	4	73	19	4	7	52	34	7	8	72	17	3	3	38	33	26
Total.....	68	25	6	1	33	56	10	1	45	44	10	1	39	52	9	..	35	46	15	4

TABLE OF COMPARATIVE PROFICIENCY IN 1873.

E means Excellent; *G*, Good; *F*, Fair; *I*, Indifferent.]

SCHOOLS.	DISCIPLINE.				READING.				SPELLING.				WRITING.				ARITHMETIC.			
	E	G	F	I	E	G	F	I	E	G	F	I	E	G	F	I	E	G	F	I
Male Grammar Schools...	60	31	9	..	21	63	14	2	39	40	19	2	36	51	12	1	22	50	23	5
Female Grammar Schools.	90	10	..	..	51	46	3	..	56	37	7	..	56	40	4	..	27	55	16	2
Primary Dep'ts & Schools.	66	28	6	..	42	49	8	1	47	41	11	1	36	55	9	..	48	39	11	2
Colored.....	13	62	22	3	3	76	14	7	9	57	32	2	14	66	20	..	18	44	24	14
Total.....	68	26	6	..	39	51	9	1	46	40	13	1	40	50	9	1	37	45	15	3

These results, in the average, do not differ essentially from those reported last year. There is a slight falling off in discipline, and in reading and arithmetic, and a small degree of improvement in spelling and writing. The following exhibit presents the average result in each of these points during the last five years:

AVERAGE RESULT OF EXAMINATIONS.

YEAR.	Discipline. Per cent.	Reading. Per cent.	Spelling. Per cent.	Writing. Per cent.	Arithmetic. Per cent.
1870	89¼	81¼	76	83	76¼
1871	89	79½	79¾	83⅓	79¼
1872	92	81½	82½	84⅓	81½
1873	90½	82	83	82	79
1874	90	80¼	83¼	82⅓	78

A careful inspection of this table shows that, during each of the five years, the returns of the examinations in discipline have been better than those in any of the branches of study referred to, and that, of the latter, the schools appear to have done worse in arithmetic than in any of the others. In 1870, the results in spelling were poorer than those in any of the other branches; but during the last two years they have been the best. In reading, they have invariably been *third* or *fourth* in order of excellence.

The following shows the average standing of each class of schools in each of these respects, as compared with that reported last year:

AVERAGE STANDING OF THE SCHOOLS.

(*In percentage.*)

SCHOOLS.	Discipline		Reading.		Spelling.		Writing.		Arithmetic	
	1874	1873	1874	1873	1874	1873	1874	1873	1874	1873
Male Grammar School.....	91	87	75	76	81	79	83	81	74	72
Female " "	97	97	85	87	89	87	91	88	78	77
Primary Dep'ts and Schools..	89	90	82	83	83	83	80	82	82	83
Colored Schools.....	74	71	69	69	65	69	66	74	55	66

DISCIPLINE.

That which is termed *discipline* in the preceding tables might, perhaps, be more properly denominated *order*; since the condition of the classes examined, with respect to order—that is, the conduct and demeanor of the pupils while being examined—constitutes about the only criterion possessed by the examining officers for judging of the character of the discipline of the class. This order is, however, improved by the presence of the examiner, which, of course, exerts a certain degree of restraint, for the time being, upon the conduct of the pupils, unless, indeed, the control ordinarily exercised by the teacher is very imperfect.

It is, however, gratifying to find from the above synopsis that the discipline, or order, of the Male Grammar Schools has improved *four per cent.* during the past year; and that the discipline of the Female Grammar Schools has been kept up to the high standard of previous years, lacking only *three per cent.* to at-

tain the highest degree of excellence. The discipline of the Primary Departments and Schools appears to have retrograded to some extent, and that of the Colored Schools to have advanced.

The whole number of pupils reported to me as suspended for misconduct, during the past year, is 88, of whom 26 have been re-admitted to the same or other schools on my certificate, as provided by the regulations of the Board. The evil consequences of being obliged to suspend, permanently, pupils for repeated acts of petty disorder and delinquency, have been quite as apparent during the past year as during the preceding years. Many pupils are forced from our schools into the parochial or corporate schools by this failure on the part of the schools to exercise the needed coercion in such cases.

COURSE OF INSTRUCTION.

The Course of Instruction, as at present prescribed, I believe to be, in the main, judicious, and when faithfully carried out by the teachers, well calculated to accomplish the objects of our common school system. In the opinion of some, this course is too comprehensive, embracing subjects foreign to the proper object of free popular education. It is claimed by these persons that such education is only designed for the poorer classes of the community, and that, therefore, it should embrace only the most rudimental branches of an English education--reading, writing, and simple arithmetic. But, on the principle and in the spirit in which this criticism is made, why teach anything at all? Why have any *popular* education? Is such education to be regarded as a charity to the individual, or a boon to the State?

If the former, it may indeed be restricted within the limits prescribed by the means or benevolence of those by whom it is dispensed; but if the latter, there can be no proper limitation, except the capacity of its recipients. The principle has long been settled, not only in our free country, but in even despotic states, that the prosperity of a community depends upon the diffusion among its members of the blessings of education. "Our common schools," says Edward Everett, "are important in the same way as the common air, the common sunshine, the common rain, invaluable for their commonness. They are the corner-stone of that municipal organization which is the characteristic feature of our social system; they are the fountain of that widespread intelligence which, like a moral life, pervades the country." As well might we advocate the restricting of the supply of that "common air," or "common rain," or "common sunshine," to a particular class, as to restrict the benefits of education. Says the same gifted writer and thinker: "What is it that we wish to improve? The mind. Is this a thing monopolized by any class of society? God forbid. It is the heritage with which He has endowed all he children of the great family of man. Is it a treasure belonging to the wealthy? It is the talent bestowed alike on rich and poor, high and low." The principles on which our American system of popular education are based have recognized this great fact, and they have, with perfect uniformity, made provision for supplying freely to the children of every grade and class all the educational training, culture, and information, which they may have the capacity to receive. Is there any cause, at this late day and in this metropolitan city, so illustrious for its great system of public schools, to repent of this course—to lament the expenditure

which it has occasioned, or to deny the funds necessary for its support? On the contrary, there is reason to bless the expenditure of every dollar laid out for this, not simply generous, but prudent purpose. It has returned interest five-fold; it has saved our community from the perils of ignorant and undisciplined humanity, put a check upon crime, kept human passion and vice under control, and, by its restraint upon lawless violence, increased the value of property to an extent equal to many times its cost. The minds that, by the deep penetration of their insight into nature, their valuable discoveries, their ingenious inventions, their noble conceptions and sentiments, have done most for humanity, have not been those whose favored lot was that of wealth and luxury, but those who have emerged from the obscurity of sometimes the humblest social grades, and struggled against the hardships and discouragements of penury and want. And what is the effect of our noble system of popular education? "There are children growing up in the bosom of obscurity who have inherited nothing but poverty and health, who will, in a few years, be striving in generous contention with the great intellects of the land. Our system of free schools has opened a straight way from the threshold of every abode, however humble, to the high places of usefulness, influence, and honor; and it is left for each, by the cultivation of every talent, by watching with an eagle's eye for every chance of improvement, by bounding forward like a greyhound at the most distant glimpse of honorable opportunity, by redeeming time, defying temptation and scorning sensual pleasure, to make himself useful, honored, and happy."

These principles being established by age and by widespread practice in this country, I trust that no countenance or support

will be given to any narrow-minded policy of exclusion, in any consideration which may be had to the requirements of our Course of Instruction. In this connection, I cannot refrain from quoting a passage from a recent and most interesting and valuable report of Superintendent Philbrick, of Boston: "The public opinion of this city is unquestionably in favor of keeping the public schools up to a high standard of efficiency, and it is not opposed to any expenditure which is necessary for this purpose. And it is very natural that the public sentiment should countenance liberal provisions for the public schools, since the children of a large majority of the well-to-do are educated in these schools, as well as the children of the poor. Edward Everett put his grandson in a public school which was far from being one of the best in respect to material, because, as he told me, he preferred the education he would get there to what would be obtained in a private school. It is just because the schools have been liberally provided for that they have been made good enough to secure so largely the patronage of those citizens who have the means to pay the tuition of their children in private schools. If there are Boston citizens who desire that the schools should be kept down to a pauper level, and that they should be attended only by the children of the poor, they never give public expression to such sentiments."

The requirements of the Course of Instruction have been modified during the past year, and, in the language of the Committee, "the Course has been made simple and practical. What the pupils learn they will be enabled to acquire thoroughly, and, at the same time, it will be possible to adapt the Course to the varying wants and requirements of the different localities of our city."

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It is with a view to the latter circumstance, that such branches as phonography, book-keeping, architectural and mechanical drawing, and designing, &c., have been made permissory in the highest grade of the Course. This provision has been understood by some as an encroachment upon the province of common school instruction—as a transgression of its proper limits, because its tendency is toward technical education. It certainly is not more so than to educate the female pupils of our Grammar Schools for the technical work of teaching, or to afford to young men the fundamental training required for the learned professions. As I understand this provision, it is to diversify the objects of our common school education, so that, instead of tending in the direction of one art or profession, it might be made to have a practical bearing upon several different departments of industrial occupation.

The striking out from the Course of such terms as *mechanics*, *hydrostatics*, *acoustics*, *pyronomics*, &c., and substituting simpler phraseology to express the subjects for oral instruction, will, I trust, serve effectually to remove the false impression that our pupils' minds are burdened with the senseless cramming of scientific facts and statements. The objects of this department of instruction have often been set forth, but I think it desirable again to refer to them. In the language of the *Teacher's Manual*, "the *leading object* in this branch of instruction is to cultivate habits of *observation and reflection*, and to give *facility in oral description*." It is not designed to teach science as such, but rather to exercise the pupil in the methods of research and inquiry from which science is derived. Hence, familiar objects, whether animals, plants, minerals, &c., take precedence of all others,

because these are included within the range of the pupil's own observation and experience.

It is an admirable feature of our system that these methods of mental training constitute so essential a part of each grade of the Course—from the most elementary object lessons of the lowest primary class to the familiar science of the highest in the Grammar Schools. The happiest results are discernible from this training, in rendering the pupils quick to observe, apt to reflect upon, and prompt to describe, all the varied objects which come within the scope of their scrutiny; and, certainly, such habits constitute a far more important accomplishment in education than the acquisition of vast stores of ponderous learning, which burden instead of enriching and invigorating the mental powers.

GERMAN.

For special information in regard to the teaching of German and its results, I respectfully refer to the report of Assistant Superintendent Schem, hereto annexed. This officer having been chosen with the special view to his qualifications to supervise the instruction given in German and French, his duties have hitherto been confined to the performance of that work. I am gratified to be able to report, that, in the examinations which he has conducted, the teachers have, with but few exceptions, been found competent and efficient; and where the prescribed Course of Instruction and the regulations of the Board were properly followed, creditable progress has been made. In some of the schools, this study is very popular, and the accomplishments made by the pupils quite important. In the views expressed in my last

annual report, in relation to the teaching of German, I have been confirmed by the additional experience of the past year. No other consideration than its usefulness as a branch of American education should have, in my judgment, any weight in continuing or extending German instruction; and within this limit I believe sufficient reasons exist not only to justify, but to recommend it strongly as a part of our Course. In the schools in which it has received the most earnest attention, and in which, consequently, the best progress has been made, no indication has been presented that this branch of study has at all retarded the progress of the pupils in their English studies, but that it has rather facilitated intelligent advancement in English grammar and composition, increasing the pupils' fluency of expression by giving them a more precise knowledge of the meaning of the words of their own language, and aiding, in an important manner, in their mental training and development. My inquiries during the past year have also elicited the fact that the teaching of this branch has generally resulted in bringing into our schools an increased number of pupils; and this has been a marked result not only in localities in which the population is largely German, but in those of a widely dissimilar character. This is an illustration that the distinctively American part of our people approve of this as a branch of study in the common schools, and serves to account, in part, for its introduction in so many of the cities of the Union, and its generally popular character wherever introduced.

I trust that the rule of the Board which makes this subject, whenever introduced, a part of the regular course of instruction, will be fully carried out, as in no other way can this study be of

the least practical value. According to returns submitted to me, it appears that the whole number of pupils studying German in the Grammar Schools is about 19,842.

MUSICAL INSTRUCTION.

It is much to be regretted that the efforts made to systematize this department of instruction should, during the past year, have been so unsuccessful. The expense having been shown to be so considerable, and the results being reported as in general so unsatisfactory, it is much to be desired that the needed reform should be consummated without delay. The results of the inquiry ordered by the Board into the methods and results of musical instruction in the city of Boston were such as to reflect great credit upon the Board of Education of that city, as well as upon the instructors employed in carrying into effect the wise and liberal plan then authorized and established. This plan, however, does not essentially differ from that proposed for our own schools more than two years ago; and as it has been shown that such a plan could be carried into effect here without additional expenditure, there seems to be no need of hesitation or delay.

There is, however, much excellent work performed in several of the Wards and schools of our city. Many of the instructors are accomplished musical experts, as well as talented and experienced teachers; and there can be no doubt that, with our present instrumentalities, and without any further cost, a well devised plan of organization would be followed with results unsurpassed by those attained in any other city.

The lowest utilitarian standard for our public schools might possibly exclude this branch of instruction. The *cui bono* of those

GRADE OF SCHOLARSHIP OF THE SCHOOLS.

The following tables exhibit the number and percentage of pupils on register in each of the grades of the Grammar School and Primary School courses of instruction at the date of this report:

NUMBER OF PUPILS IN EACH GRADE.

SCHOOLS.	1st.	2d.	3d.	4th.	5th.	6th.	7th	8th.	TOTAL.
Male Grammar.....	849	1,185	1,575	1,991	1,864	2,671	3,436	3,830	17,401
Female Grammar.....	698	1,002	1,431	1,758	1,946	2,827	3,361	3,925	16,948
Mixed Grammar.....	83	155	255	323	356	342	536	589	2,639
Primary Departments & Schools.....	8,222	9,183	10,208	11,579	12,188	17,842			69,222
Colored Grammar.....	31	18	27	27	48	35	60	60	306
Colored Primary.....	175	67	65	129	143	230			809

PERCENTAGE OF PUPILS IN EACH GRADE.

SCHOOLS.	1st.	2d.	3d.	4th.	5th.	6th.	7th.	8th.	Av'r'ge Grade.
Male Grammar.....	4.8	6.8	9.0	11.4	10.7	15.3	20.0	22.0	5.52
Female Grammar.....	4.1	6.0	8.5	10.4	11.4	16.6	20.0	23.0	5.64
Mixed Grammar.....	3.1	5.8	9.6	12.3	13.4	12.9	20.5	22.4	5.60
Primary Departments & Schools.....	11.8	13.4	14.7	16.7	17.6	25.8			3.92
Colored Grammar.....	10.0	5.8	8.8	8.8	15.5	11.5	19.6	20.0	5.27
Colored Primary.....	21.6	8.2	8.2	15.9	17.6	28.5			3.85

The examinations held in the Evening Schools which were in session at the date of my last Annual Report showed the following result:

Of 279 classes examined, the instruction in 144 was found to have been *excellent;* in 106, *good;* in 12, *fair*; in 5, *indifferent*; and in 1, *bad.* These results, when compared with those reported last year, show a gratifying improvement. The following exhibit presents the returns, in detail, the results in respect to both instruction and discipline.

EXAMINATION RECORD OF EVENING SCHOOLS.

SCHOOLS.	Instruction.						Discipline.					
	E	G	F	I	B	Total	E	G	F	I	B	Total
Male	80	67	7	4	..	158	105	49	8	6	..	168
Female	64	35	4	1	1	105	81	22	2	..	..	105
Colored	..	4	1	..	..	5	1	5	..	..	..	6
Total	144	106	12	5	1	268	187	76	10	6	..	279

The whole number of pupils enrolled during any portion of the term was 15,123 males and 5,801 females. The average attendance for the term was 5,727 males and 3,317 females; and the largest average attendance for any single week was 8,193 males and 3,856 females. The average attendance in the Colored Evening Schools was 126; the whole number enrolled, 424; and the largest weekly average, 159.

The schools now in session, which were opened in October last, have thus far been well attended, and their appearance, in regard to discipline and general efficiency, presents some points of improvement over those of last year. Some additional stimulus, however, seems to be needed, in order to make these schools as beneficial as they should be. Many of the pupils are too irregular in their attendance to accomplish any useful purpose; and the exercises of the school fail to interest a very large class who ought to be constantly in attendance. A more intimate relation, by formal graduation, between the ordinary Evening Schools and the Evening High School, would, I think, be efficacious in this direction. The law of Compulsory Education, which is to go into effect next year, will, I have no doubt, bring into the Evening Schools a large additional number of pupils, and perhaps will serve to secure their regular attendance. As the law requires fourteen weeks of attendance at the Day Schools, or twice that time at the Evening Schools, it is worthy of consideration whether it is not expedient to extend the Evening School term, in certain localities at least, so as to enable pupils to comply with the law by an exclusive Evening School attendance.

EVENING HIGH SCHOOL.

The sessions of this School were continued, as in previous years, from October 6th, 1873, to April 8th, 1874—a term of twenty-four weeks. The average attendance during the term was 992. The branches of study that appear to be most in demand in this School are English Grammar and Composition, Arithmetic, Book-keeping, Penmanship, Drawing, and German. It will be seen that most of these studies are pursued in the ordinary Evening Schools. The average attendance in

the mathematical studies and in physics appears to be very small.

The various classes of this School, though not minutely examined so as to determine the exact degree of progress made, have been carefully inspected with the view to ascertain the character of the instruction imparted. The results were quite creditable to the institution. The instructors manifested great earnestness as well as ability in the performance of their several duties, and the interest awakened in the minds of the pupils was very gratifying. This institution has, without doubt, performed a very useful service as a part of our system, and every possible means should be adopted to augment its efficiency. The establishment of Evening Schools of a higher grade in other parts of the city would, I think, be followed by most salutary and important results.

I herewith submit reports of the Assistant Superintendents in relation to the various departments of instruction which have been intrusted to their supervision during the year, and I commend their suggestions to the consideration of the Board, as well as to the teachers to whose work they relate.

In compliance with the requirements of law, I also submit a list of the names of all teachers licensed during the year.

Respectfully submitted,

HENRY KIDDLE,

City Superintendent.

REPORT OF ASSISTANT SUPERINTENDENT THOMAS F. HARRISON.

HENRY KIDDLE, ESQ., *City Superintendent:*

My usual annual report is hereby respectfully submitted. It is a brief statement of leading points of interest relating to some of the studies and exercises pursued in the highest grammar school grades, and to the general management and discipline of the departments. Important and extensive changes in the course of studies prescribed for these grades have been so recently made that their actual and practical effects can hardly yet be determined.

A careful review of the schools during the year has but deepened, if possible, the conviction expressed in my last report, that the instruction given in many of the male departments is greatly diminished both in amount and efficiency by the inordinate consumption of the time and energies of principals and class teachers in simply maintaining order. Upon this topic I have no new suggestions to make.

The errors in classification referred to in my report of last year appear to be now far less common. This is one excellent effect already apparent as the result of the recent revision of the course of study. Only here and there have I still found instances of the unwise policy of allowing from six to a dozen or

more bright girls and boys to "skip a class," in order to make up a full class of the first or of the second grades. In such case the principal trusts to the ambition and activity of these young brains, usually the youngest in the class, to compete successfully in exactly the same tasks with their older and more advanced classmates, who have just one half as much to accomplish within the specified time. Happy the fate of the dull lad whose comparatively sluggish brain had protected him from the compliment and honor of such a promotion.

READING.

Nothwithstanding the recent reduction in the number of studies pursued in the two higher grades, it is still rare to find a class that gets more than two brief exercises a week in this important art. Yet, upon the whole, I think that an important improvement has begun. I can only report positively upon this subject after a longer time has elapsed. I have been gratified to notice that many teachers seem to take more pains than heretofore to insist that their pupils shall enunciate clearly and pronounce correctly during the exercises in history, astronomy and geography, and in the conversational instruction in physics. Besides this, in quite a number, both of the male and of the female departments, a few minutes are given during the opening exercises of at least one day in each week, for the recitation of brief extracts in prose and in poetry before the assembled school. These selections are usually creditable to the taste both of teachers and pupils, and cannot but have an excellent effect upon the elocutionary powers of those who engage in them, and as an element of true culture, upon all who hear them. It is to be hoped that so commendable a practice may soon

become general. Every feasible expedient that will tend to improve the general character of the reading should be carefully encouraged. When I consider the length of time during which these pupils in the advanced grades have been instructed in this art, that they have been through six grades in the Primary, and six or seven more in the Grammar Schools, I cannot but feel that the general result, whether in the elocutionary element or in the more important one of information, is not commensurate with the time and labor expended. The deficiency usually begins to manifest itself in the upper middle grades of the grammar department, and with the exception of a few schools, becomes more decided with the further advance of the grades. This probably arises from at least two causes—the increased severity and greater number of studies in the highest grades, permitting less time for reading, and the fact that in a large number of instances the general literary character of the selections in the text books is greatly in advance of the average mental capacity of the class. I shall hereafter report to you all instances where this is evidently the case. I would also suggest that the form of the return made to you, showing the condition of the class as determined by the examination in reading, should be so drawn as to present two very distinct elements; first and most important, the character of the information gained by the exercises, both silent and otherwise; and, secondly, the character of the elocutionary element by itself.

While speaking of reading as a means of self education and self culture, it seems not inappropriate to repeat the regret so frequently expressed in the reports of former years, that our schools still have no libraries. The only important exceptions to this are to be found in the recently annexed districts, where it

is to be hoped that these valuable accessories will not be permitted to die out and disappear for want of proper funds to maintain them. Without school libraries I see no adequate means of *cultivating* among our pupils a taste for useful reading. Scarcely any other large American city, or even country town or village, in the North, is as deficient in this particular as the City of New York. These numerous libraries hold an important place in forming the mental habits of the masses of our countrymen. To those who know the facts, and who look to the common schools as the chief means of insuring intelligent citizenship, the absence of this important educational facility cannot but be looked upon as a sad deficiency in our local system.

Our age is distinguished above all that have preceded it in the abundance and cheapness of good books; alas, that it must be added, that this is not only true of good books, but pre-eminently of bad ones also. While literary trash by the ton finds its weekly market with the young at every street corner, and, as recent revelations show, polluting books find hundreds of ready agents vigilant to thrust their vile merchandise into the hands of our sons and daughters, the treasures of literature, rich and ennobling, pure and delightful, find no adequate agency to bring them to those of our youth who most need them. Well selected libraries would of themselves by no means eradicate the evil, but, in the hands of earnest, conscientious teachers, awake to the importance of the work in which they are engaged, they would be the means of greatly reducing it. It is to be hoped that after the return of commercial prosperity the record of the various abortive attempts of successive Boards of Education to establish a system of cheap libraries in our city schools will not long con-

tinue the only evidence of an appreciation of the importance of this subject by our highest educational authorities.

PENMANSHIP.

To the condition of this important branch I have given a large share of attention during the present series of examinations. Excepting in a very few classes and for good reasons, I have not only had the writing books distributed to their several owners for my inspection, but have witnessed an exercise in writing with pen and ink so as to enable me to study not only the results but the methods by which they are obtained. The books are generally preserved with great care. In these upper classes, at least, blots, spots or other indications of gross carelessness are uncommon. The usual test has been the writing of a few sentences from dictation, together with a limited number of test words in spelling, taken, excepting in the first grade, from the reading lessons reported as having been studied in the class. I have thus been enabled to test not only the writing but the spelling, together with the knowledge of punctuation and of the correct use of capital letters.

In regard to the character of the writing, if considered only in reference to neatness, legibility and other evidences of careful teaching, I am glad to be able to report that in no preceding series of examinations have I seen so large an amount of creditable work. I regret that I cannot speak as approvingly of the hygienic conditions under which the exercises were performed.

In the first place, the positions of the pupils, while greatly varied in the different classes, are more or less injurious in the

majority of cases, both of classes and of individual pupils. I have not insisted that the pupil should sit facing the desk, or with his right side to the desk, or at any particular angle to it. In many cases the character of the furniture, the direction from which light comes, or the crowded condition of the room, renders any general rule in this matter impossible. But it was painful to observe so many of these pupils, when earnestly engaged at their work, bending their bodies down until the eyes were scarcely half of the normal focal distance from it, in a great number of instances not more than two-thirds of the length of the penholder; to look upon the curved spine, the compressed lungs, the absence of free inspiration, and the painful nearness of the eyes to the work, and to reflect upon the inevitable consequences. In some cases defective ventilation was added to these evils, though it would be unjust to the teachers not to say that they generally appear to give this important matter its due share of attention. Some of the class rooms cannot be well ventilated in the winter time, even by the most intelligent teachers, owing to inherent defects in the construction of the buildings. So long as school officers feel compelled to crowd the greatest possible number of pupils, sometimes amounting to an average attendance of more than two thousand pupils, upon three or four city lots, I am not prepared to affirm that it is possible to construct a school building so that all of its class rooms and their furniture shall be arranged in accordance with hygienic principles.

Some of the evils specially referred to are by no means irremediable. The furniture hereafter supplied to the schools should be carefully considered in relation to the most important of these points. Many of the most injurious faults of position arise from

the fact that the seats in the class rooms are not properly graded to the sizes of the pupils. This can only be done when each seat is a separate stool, adjustable in height by means of a strong screw, after the manner of a piano stool, and having a rest for the feet of the smaller pupils. Besides the evils already considered there is at least one more, almost universal in character, and, so far as the art of penmanship itself is concerned, of even greater importance. I refer to the bad methods of holding the pen. In these upper classes, at least, there are evidences of a struggle against bad habits in this particular, a few classes showing an encouraging degree of success, but in most instances the teachers report the result of their efforts in a kind of despair. In watching the various classes at work, it was easy to see that notwithstanding the neatness and beauty of the writing the distressing position, the cramped fingers and the tightly clutched, or otherwise badly-held pen, render the work of writing painfully slow and laborious. The origin of these habits has often been pointed out, but no effective remedy appears to have been persistently applied. Some forms of the trouble, particularly the cramped hand and the short, tight grip upon the pen, evidently begin with the short pencil used in the slate work of many of the Primary and Grammar School classes. On the other hand, the substitution of long pencils for these has in part led to another and equally serious evil, apparent in greater or less degree in all of the classes. I refer to the habit of allowing the pen-holder to fall away from its proper position just above the great joint of the index finger and to settle down to a position midway between that joint and the corresponding one at the insertion of the thumb. A little careful attention will show that this arises from the too great length and weight of the upper part of the holder or pencil. The remedy seems to be simple. All slate pencils used should be

short. They should be inserted, not in long and heavy tin tubes, as is frequently the case, but into very short ones, into the upper part of which should be set a tapering stick of the lightest wood and no longer than absolutely necessary. The whole instrument should be as light as it can possibly be made consistent with the requisite strength. There should be at least two sizes. Properly prepared pencil-points can readily be obtained by the gross as soon as there is demand for them. The penholders should be of similar construction. The one I have found in most general use in the Grammar Schools is at least one-third too long, and twice as heavy as it ought to be. If the same one is used in the Primary School Classes, great injury is being done at the very beginning of the exercises with pen and ink. All penholders of metal, ivory or bone, however ornamental, should be rigorously banished on account of their weight.

I have dwelt thus long upon this simple and humble matter both because of its practical importance and because the actual state of things shows that a reform is urgently needed. It is undeniable that excellent writing is done even by some of those whose habits in this particular are bad. But freedom of hand and easy rapidity of execution cannot be attained by our pupils until this evil is reduced to its practical minimum. Many a man, called to some business in which it is necessary to use the pen from morning till night, has found himself, after long labor at the desk, almost palsied in the hand and arm with which he writes. If such cases are carefully analyzed they will generally be found to be the natural result of some of these school-made vicious methods of holding the pen.

ARITHMETIC.

Since the publication of the Manual of Instruction much improvement has taken place in the teaching of this important branch. In the examinations I have ususally paid far more attention to the various departments of business arithmetic than to square and cube roots, proportion, etc., although these have by no means been neglected. There is yet room for improvement in the methods of teaching the nature and forms of certain business transactions, such as the cases of Equation of Payments, Exchange, foreign and domestic, and some other points. I have been surprised to find that some of the teachers had not yet learned that the old basis of foreign exchange had been abolished, and that many of those who did know of the reform were not yet aware of the method of its application, although excellent practical examples are furnished every day in the money articles in our daily papers. Greater rapidity in the operations of arithmetic is desirable, and, in view of its importance, should be taken into account in reporting the character of the instruction given in this branch. In the special report made to you in regard to each department examined, I have passed such deficiencies to the account of the principal under the head of "General Management," and "Methods Pursued." As the principal is required personally to examine every class at least twice a year in all of its studies, it is evident that no faulty methods can exist either in the arithmetic or in any other important branch without his or her knowledge.

LANGUAGE.

English Grammar has continued to receive the profitable attention hitherto reported as given to it, the corrections of errors in

speech, together with the reasons for these corrections, being a leading element in the training. In regard to the actual use of language by the pupils themselves as a means of expressing their thoughts, my chief field of personal observation has necessarily been found in the oral statement made in history, descriptive geography and astronomy, natural philosophy, etc. Simple exercises in written construction or composition, though exceedingly important, and constituting, perhaps, the very best test of the pupils' practical use of language, would require more time than can well be spared for the purpose during the examination. I learn from the teachers, however, that impromptu compositions on the slate form a regular part of the class programme. In many schools large packets of neatly written letters are exhibited, showing that this important exercise receives due attention.

Respectfully submitted,

THOS. F. HARRISON.

December 24, 1874.

REPORT OF ASSISTANT SUPERINTENDENT N. A. CALKINS.

To Henry Kiddle, Esq., *City Superintendent:*

In conformity with the custom of the department at the close of the year, I herewith submit to you my Twelfth Annual Report on matters pertaining to instruction and management in schools for primary education. During the past year, as heretofore, I have noticed a wide difference in the manner of teaching the same subjects in different schools, also a more general lack of thoroughness in teaching some subjects than in others. This difference in the thoroughness of the work is due largely to the use of poor methods of instruction in the cases of inferior results; yet sometimes its cause is more organic, and appears to arise from the lack of a clear comprehension of the chief ends to be attained by teaching.

In view of these conditions, it seemed to be more desirable that I should present, somewhat fully, a few subjects which appear from my observations in the schools during the past year to be of chief importance, rather than to give brief opinions upon a variety of topics, most of which, probably, will be treated by my associates. Accordingly, I invite your attention to the consideration of the following subjects:

PRIMARY EDUCATION—ITS AIMS.

Each year's observation in the primary schools leads me to realize more fully their magnitude and importance in the system

of education for this city. More than one-half of the children attending these schools complete their education without entering a grammar school. Nearly ten thousand children thus leave the primary schools of this city each year. In view of these facts, the importance of giving these children the best possible facilities for learning becomes highly apparent. Not only should the class-room accommodations be made far more ample than at present, but the size of the classes should be reduced to such an average attendance as to permit the most thorough instruction, since the entire period which these children spend in school will average but a little more than three years. Then it should be further remembered that the younger children in these schools have to be initiated in important elements of a good education, and trained in the ways of school life, both of which demand great skill and patience to accomplish the work properly.

It is true that children generally make considerable progress in the use of their senses, in the development of their perceptive faculties, in the acquisition of simple facts from surrounding objects, and in strengthening their physical powers before they enter school; yet this development is only general; it is not uniform, definite, nor thorough. It is too limited to give accuracy and clearness to the understanding. The widely differing circumstances under which children are placed at home, and the varying influences which bear upon them before they enter school, prevent a uniform development of their mental powers. The desirable attainment can be secured only by proper training and that experience which comes through abundant individual exercise of the pupil's own powers, in attention to the objects and events met in daily life.

It is the especial province of the Primary School to meet these conditions by adapting its exercises so as to continue the young pupil's progress in development, and his advancement in knowledge in accordance with the same laws of mind that controlled the process of learning before the child came under school influences. And there should be supplied all the variety of subjects, the materials for illustration, and modes of presenting them, which will provide opportunities for exercising the child's powers in a manner suited to produce the most complete and harmonious development. The training necessary to secure these ends in education requires the employment of other means than those of merely learning from books.

Some children come to school eager to gratify their natural desire to see, and hear, and move. Others manifest little inclination for anything, except for mischief; in fact, their mental development seems to have scarcely commenced. All children have but limited powers of attention, beyond the control of mere curiosity, when they first enter school. Before the work of instruction can go on successfully, the teacher must attract the attention of the pupils, by means of various objects and exercises, in such a manner as will ultimately secure habits of continuous attention. To accomplish this work requires great tact on the part of the teacher, and the use of methods of instruction that will call into action the greatest number of the pupil's senses. The skilful teacher can conduct exercises in counting on the numeral frame, in reading figures and words from the blackboard, so that the senses of seeing and hearing shall both aid at the same time in controlling the attention of a class of young children.

Furthermore, activity being a law of childhood, the young

pupils must have constant occupation for mind or body. If the teacher does not furnish interesting employment for each child, its natural activity will lead it to find something to do; and perhaps punishment for disobedience may follow, notwithstanding the child is obeying a higher law than those which the teacher vainly tries to enforce. When children are kept interested by the objects presented, and the manner of conducting the exercises of school, and supplied thus with constant occupation, good discipline will be secured.

Children enter school without the ability to observe objects carefully, or to describe what they see. It is the duty of the primary teacher to lead these young pupils to notice, so as to distinguish resemblances and differences; to observe the varieties of shape, color, parts, qualities, uses, etc.; to think and talk about things which they see, hear, feel, taste and smell, as a means of training them to form those habits of correct observation and discrimination that will be of great utility in aiding them to understand the lessons of school, and to master any occupation of subsequent life. Such powers cannot be imparted by the common process of memorizing. Telling children the names of shapes, colors, parts, qualities, uses, resemblances, &c., or requiring them to memorize words about different objects, will not produce a thorough development of mental powers.

The manner of teaching is of the utmost importance in the primary school. The use of good methods, even by teachers who do not comprehend the philosophy of education that underlies he methods, will produce far better results than could be attained by the same teachers without their use. In this connection the value of a carefully prepared and somewhat minutely

defined course of instruction becomes apparent. Even explicit directions to teachers as to methods also are valuable, in securing uniformity in both the matter and manner of teaching, where a large number of teachers are employed.

The utility of the "Teachers' Manual" in our schools appears in the more uniform attention to the several subjects of the course of instruction, and in the more general use of good methods among the primary teachers, than prevailed before the Manual was placed in their hands.

It is a well-known fact that proper exercise develops and strengthens our limbs. The mind is subject to the same laws of development, and requires suitable exercise to give it the power of vigorous action. *The manner of learning*, as well as the facts acquired, develops the mind, and disciplines its powers in habits that influence all its subsequent attainments in knowledge. It becomes, therefore, a matter of no small moment what *methods of instruction* shall be employed in the processes of education, since upon these must depend, to a great extent, the habits that will influence the entire future educational career of the pupil.

IMPORTANCE OF OBJECT TEACHING.

A pupil's habits of learning are shaped chiefly by the modes of instruction employed by the teacher. If the manner of teaching be mechanical, or rote-memorizing, the pupils' habits of study will partake of the same characteristics. If a pupil be trained to accurate observation of the various forms, qualities, and other characteristics of the objects which are daily seen, he will possess

a permanent guarantee for the successful acquisition of knowledge during after years.

We cannot add a new faculty to the mind by any method of teaching, nor change materially the natural mode of its development; but we can surround it with influences adapted to awaken its slumbering energies, and thus increase its power of action; or we may encumber the mind with parrot-like forms of teaching that will stultify its native powers. Mere repetitions in concert exercises produce such stupefying effects.

The common studies—reading, spelling, arithmetic, geography and grammar—do not supply all the needed opportunities for fixing the attention and continuing the interest of young pupils; nor do these studies furnish the varied exercises requisite for training the powers of observation in a manner that will secure a complete development of the different faculties of the mind. Indeed, these subjects, as too commonly taught, do not lie within the range of the usual experiences of children outside of the schoolroom; therefore, they do not alone furnish the best materials, nor all the desirable opportunities for successfully leading pupils in the first steps of school instruction. It is the important province of *Object Teaching* to supplement the common studies of school, and bring the matters of instruction home to the pupil's own experience, thus furnishing opportunities for a more complete mental development. By such means the subjects of education and the conditions for teaching are made favorable, and pupils may be easily led to form good habits of learning.

Correct habits of study, and the mental power resulting from a proper discipline of the mind, are chief among the important

ends to be secured by teaching. It is, therefore, exceedingly important that more attention should be given toward securing these than to the mere memorizing of language, whether in the form of definitions, rules, or otherwise, or to the ability to repeat readily answers to any set form of questions. Let pupils be trained to observe, to think, and to tell in a proper manner what they think about the things which they observe, and to read what others have thought and written about the same things, and they will become possessed of the most valuable and practical education which can be given at school.

READING.

In accordance with the preceding statements, relating to the important aims of school instruction, I desire to add a few suggestions pertaining to the manner of teaching reading. First, in view of the amount of time devoted to this subject, it is evident that much more intelligent reading should be produced than is now found in many of the schools. Efforts to discover the cause of so little excellence in the manner of reading have led me carefully to observe the methods commonly employed in teaching this subject, and my conclusion is that many teachers fail to produce good results because they direct the chief attention of their pupils to matters of minor importance, and neglect those which should receive the principal consideration.

Among the matters pertaining to reading that receive too much attention in some schools are the definitions relating to punctuation. Time is wasted in the repetition of such forms as the following:

"A comma is the shortest pause,—stop long enough to count one,—always keep the voice up."

"Semi-colon,—stop long enough to count two,—sometimes keep the voice up, sometimes let it fall, according to the sense."

"Interrogation point,—shows when a question is asked. When the question can be answered by yes or no, keep the voice up,—otherwise let it fall."

Formerly much more time was spent in reciting these faulty definitions and improper directions than is at present wasted upon them; yet the bad effects of this practice are still visible in some schools.

The learning of these descriptions of pauses was accompanied by the singular mode of their application, which did more to produce mechanical reading than the repetition of the above definitions. While one pupil read, the class would count "one" for each comma; and "one, two," for a semi-colon; and "one, two, three, four, five, six," for a period. Sometimes this plan would be varied by requiring the pupil who read to count as many as he had been told that the given pause indicated. Occasionally the teacher would count aloud as each pupil read. As a natural result, devoting so much attention to "minding pauses" led the pupils to give them their chief consideration, while the thoughts, or meaning of the paragraph read, received but little notice. The reading, under these methods, became mechanical in manner, unintelligent in character, and unnatural in tones of voice.

A teacher who becomes dissatisfied with the style of reading commonly produced by such mechanical processes usually en-

deavored to correct it by requiring her pupils to read each sentence and paragraph in imitation of herself. This plan is liable to lead the pupils to read by mere imitation, without understanding what they read. Their ears may become trained thus, and not their understanding. However, frequent illustrations of the manner of reading given sentences is an important step which every good teacher takes at the proper time.

Pupils usually indicate what methods their teachers pursue by the matter of their criticisms on the reading of their classmates, as well as in the manner of their own reading. Such criticisms as, "She did not keep her voice up at a comma;" "He did not stop long enough to count two at the semi-colon;" "She said *thē* for *thŭ*;" "He did not mind his pauses;" certainly do not indicate that an intelligent expression of the thoughts of the lesson has been the chief matter of instruction.

I am unable to account for the somewhat prevalent practice of giving to the two inoffensive articles, *the* and *a*, such bad names as *thŭ* and *ŭ*. It is true that in good conversation we keep these articles from appearing too prominently, but we do not disgrace them by calling them by bad names. Good usage requires that they should be spoken *lightly*, but without a change of name. The *e*, in this instance, instead of receiving its full first sound, or the sound of any other letter, should have what orthoëpists term an obscure or abridged sound, which differs from the full sound by being uttered more faintly, as the first *e* in *e-vent'*, *e-mo'tion;* while *a*, if its sound is changed at all when used alone, should receive the third sound of *a*, shortened as in *Cu'-ba*, *a-muse'*, etc., but never the second sound of *u*.

The practice which I have suggested for correcting this faulty pronunciation of the articles is to require the pupils to speak each as if it formed the first syllable of the succeeding word, as, "The-girl has a-new book." This plan removes the bad practice of reading these words with special emphasis, as if printed thus: *Thŭ* girl has *ŭ* new book; and at the same time it avoids making them appear too prominently, as *thē* and *ā*.

Writing and printing are the means employed for representing thoughts to the mind through the sense of sight; Speech represents thoughts to the mind through the sense of hearing. As in conversation but little attention is given to individual words, or to pauses, as such, while the thoughts communicated receive prominent consideration, so the manner of reading, in this respect, should resemble good conversation, and the thoughts should be made to appear chief in importance.

It is quite possible to teach children thus to regard the thoughts rather than mere words, even during the first lessons in reading. But, to do this, words must be taught first as wholes, as names of objects, actions, qualities, etc., and the names of the letters which compose them be taught subsequently. *Names* of letters do not help the child to learn either the pronunciation or the meaning of the word; therefore, teaching the names first is a meaningless operation to the child, so far as words are concerned. Teaching the names of letters as they are used to write given words is proper after the pupils have learned the words by sight and sound. Subsequently, they may be led to compare the forms and sounds of several similar words, and to notice their analogy as a means of enabling them to learn similar new words more readily.

When the pupils know a few single words by sight, the teachers should group them into familiar phrases and sentences, and require the children to notice what thought is expressed by them in their combination. The youngest pupils may be led to observe the thought represented in a group of words by questions similar to the following: "What do these words say?" "Who can tell me what these words are about?" Then let several of the pupils, successively, repeat the grouped words, as if talking.

When children have made sufficient progress to commence reading in books, they should be made familiar, first, with all the words of the lesson at sight, as individual words. This can be done best by printing the words on a blackboard, to be pronounced, and subsequently by the pupils pronouncing them from the reading lesson; then by reading them with chief attention to the thoughts represented by the separate sentences. Requiring the pupils to silently read sentences and paragraphs, with a view to telling what is said in them, is an exceedingly valuable exercise for leading young readers to acquire the habits of attending to the thoughts while reading.

The question, "What is said by this sentence?" should be put frequently to the pupils of every class in the primary school, so that all the pupils shall be compelled to give attention to the thought contained in what they read. When this course is properly pursued, the minor matters of pauses, inflections, etc., will be attended to naturally, just as they are by children in conversation. Much of the faulty, unnatural reading comes as the result of the mechanical and artificial modes pursued in teaching it. To improve the manner of reading, there must be improve-

ment in the methods of teaching it. Two distinct and important matters should receive attention: training pupils to perceive the thoughts embodied in what they read, and to utter the thoughts in manner and tones suited to the particular emotion expressed. Attention to the thoughts is of first importance, as it pertains to silent as well as to vocal reading; and when it is remembered that by far the greater amount of reading is performed silently, the necessity of great attention to this matter will be more clearly comprehended.

In the government of a school one short rule—"*Do right*"—well illustrated and administered, is sufficient for all cases of discipline and duty; so in reading, one principle—"*Read thoughts*"—well comprehended and properly applied, will produce the best results in reading.

I am happy to report that there has been great improvement in the manner of teaching reading, in our primary schools, during the past few years; yet I am obliged to state that there is still great room for improvement in this matter in most of the schools. Much more attention is now given than formerly to the meaning of words, also to the thoughts embodied in the sentences; yet there still lingers a mannerism in style which ought to be, and which can be removed, if the teachers determine that it shall be no longer a subject for criticism.

Since the general use of phonetics in the primary schools teachers find it comparatively easy to overcome those defects of pronunciation that formerly existed with pupils of foreign parentage. Now it is not an uncommon occurrence, in our primary

schools, to hear this class of pupils read in such a manner as would leave no suspicion in the mind of a listener that they ever spoke any other than the English language. However, many teachers still fail to make that application of the sounds of language to reading, which constitutes one of the most important reasons for their use, and which would secure distinctness of enunciation and correctness of pronunciation. By requiring pupils to *sound* words, then to *spell* them, and notice which of the letters have no sound, phonetics become an aid in teaching spelling.

In the matter of reading I hope to find greater improvement during the coming year, in attention to the thoughts of what is read, and in ease and naturalness of style.

ARITHMETIC.

It is a matter of congratulation that so many of the schools have adopted plans for teaching pupils to add without counting, or spelling. The result in these schools is that the work of adding is performed with more rapidity and greater accuracy than formerly. Pupils that are properly trained in the combinations of single numbers, so that they readily see the *unit* figure resulting from the addition, find the spelling process of adding one of hindrance rather than assistance. I hope the time will come when all teachers will realize this fact as well as some of the children do.

MUSICAL INSTRUCTION.

During the past year, at your request, I gave special attention to the matter of instruction in music, and reported the results of

my observations in the several schools visited, but it seems appropriate that I should now present some general remarks upon this subject.

Formerly it was customary for the special teachers of music to make weekly visits to the several schools, and to spend about one hour at each in teaching such pupils of the higher grades as could be conveniently assembled in the large room to sing by rote appropriate school songs. At that time it was quite uncommon to find any attempts made at teaching the reading of music. Now, in nearly all of the primary schools, some attention is given to musical notation. In some schools the teacher of this subject goes into the class-room of the higher grades and gives each class a brief lesson in reading notes. In other schools the classes of the two or three higher grades assemble in the large room and receive instruction in both musical notation and in singing.

While attention is now generally given to the elements of music, in the primary schools, I fear that much of the time thus spent is not properly employed. It is in accordanee with the philosophy of education that this subject should be presented in such a manner as,

First, Will cultivate the ear by training the pupils to distinguish musical sounds, as such; then to notice their differences in length and also of pitch.

Second, To teach the pupils the notes or signs that represent different lengths of musical sounds.

Third, Lead the pupils to see the necessity of some mode of representing sounds that differ in pitch, and then teach the staff, clefs, and other ordinary characters used in writing music.

Following these steps, ample practice in singing the scale and simple melodic forms of notes should be given. Reading the notes and singing them should be made a part of each lesson.

Singing by note, like reading, requires good examples to show how it should be done. There must be not only instruction by illustration, on the part of the teacher, but practice on the part of the pupils, to cultivate the ear and train the voice to produce musical sounds. Without illustration of the sounds in connection with the notes representing them, there can be no intelligence imparted by the teaching. Without practice by the pupils, there can be no culture of the voice nor correctness of musical knowl edge.

Instruction in vocal music should lead to the use of softer and smoother tones of voice by the pupils, not only in singing, but in other vocal exercises. In too many instances such results are not produced by the methods pursued in teaching music.

Respectfully submitted,

N. A. CALKINS,

First Assistant Superintendent
of Primary Schools and Departments.

REPORT OF ASSISTANT SUPERINTENDENT JOHN H. FANNING.

To Henry Kiddle, Esq., *City Superintendent of Schools:*

In compliance with your request, I respectfully submit a general review of the work of the closing year.

In company with one or more of the members of the department, I have visited and examined most of the Grammar Schools of our city, and many of the Corporate and Evening Schools. Reports in detail have already been made, showing the progress and standing of each particular class, as well as the general management of each school examined. In this review some conclusions and suggestions, tending to an improved condition of our schools in several important respects, and the continued prosperity and usefulness of our system generally, are considered appropriate, and are herewith presented.

As heretofore, the aim and purpose of the examinations have been: To ascertain the grade of each class examined; its order and discipline; the character of the instruction; the progress in the various branches taught; and the general management of the schools.

The examinations were conducted in a manner calculated or designed to draw out what the pupils had been taught, or what

they *knew* of the subject in hand. "Examination Day," therefore, has not been, and need not be, a terror to competent and faithful teachers, or to orderly and diligent pupils. It is, indeed, a day of great interest in school-life, and justly and deservedly so.

The examinations have been careful and thorough. It is the duty of the examining officer to ascertain and report impartially the facts as before alluded to, which facts can only be ascertained, as you are aware, by examinations of the character indicated. Such, generally, are quite certain to be just to the teacher, just to the class, and just to the school. In the discharge of this duty, I have taken pleasure in endeavoring, as far as possible, to make the examinations pleasant and profitable occasions—occasions fraught with suggestion and encouragement to capable and earnest teachers, and to studious learners.

A general and brief review of the present condition of several of the leading branches of study in our schools, particularly those of the lower and intermediate grammar grades, is here submitted.

READING.

Careful examination and inquiry were made in regard to the important matter of Reading.

In many of the schools there has been an evident improvement in the style of reading; conversational pieces, and dialogues, among others, having been used to a proper extent, and with creditable results. In this group are included a number of

schools, in which reading has, in all respects, received that degree of attention which its importance demands; and in all such instances excellent results have been attained.

In many *classes*, however, I have noticed an indistinctness of articulation; and other faulty modes of utterance were somewhat prevalent.

In referring to articulation in reading and speaking, some one has well said: "Words should be delivered out from the lips, as beautiful coins, newly issued from the mint; deeply and accurately impressed, perfectly finished, neatly struck to the proper organs, distinct, in due succession, and of due weight."

In the ordinary walks of life, seldom do we hear a speaker or reader whose articulation and utterances are of the character above indicated. But articulation, although a highly important part, is not the whole of good reading. Emphasis, tones, and style or expression, are also essential elements. There is no good reason, however, why our schools should not send forth *multitudes* of readers, who shall articulate clearly and distinctly, and, at the same time, combine correct expression and naturalness in what they utter.

Faults in articulation begin, generally, very early in life, and it is important that they be corrected early. In the Primary Schools, therefore, as well as in the lower grades of the Grammar Schools, should this matter of correct and distinct articulation be carefully, though intelligently, dwelt upon.

In some schools there is not sufficient *time* devoted to this sub-

ject, or it is not attended to with needed regularity and definiteness. In others, the reading matter was not as well graded as it might have been, some of the reading books being too difficult, or beyond the capacity of the class that used them. Great care ought to be observed in the selection and assignment of reading books. Pupils should certainly be able to *comprehend* what they read, in order to read understandingly, or with proper expression.

This subject might also be taught, or dealt with, to a greater extent, in a manner tending to the cultivation of a *taste* for reading, for acquiring information, etc. And, to this end, a well-selected *School Library* could be made to render great assistance, or be used advantageously. In my judgment, it would be a step in the right direction, and would be true economy, also, if every one of our Grammar Schools were provided with, at least, a small library of the character indicated.

Reading can be used to great profit, morally as well as intellectually, not only in the school, but out of it. Thousands of people, gathered in the public lecture room, sometimes listen for hours, and almost with breathless interest, to some distinguished speaker or *reader* as he utters

"Thoughts that breathe, and words that burn."

And at home, the young girl, fresh from one of the excellent schools in which this important subject is intelligently taught, interests and entertains, yea, *instructs*, the family group at the fireside on a long winter evening, by reading, with sweet expression, some of the moral lessons of her reading-book, it may be, or a few choice passages from some standard author. Truly,

reading is, or can be made, a *power for good* in the school, in the family, and in the community; and the strong interest taken by many of our teachers in this important subject is, therefore, well-directed and commendable.

SPELLING.

Very commendable progress is being made in this important branch, at least as far as my observation has extended. Oral and written spelling have each received a proper and proportionate share of attention. The daily written exercises upon slate, however, and, in the upper grammar grades, upon slate or paper, continue to produce highly creditable results. It seems to me, therefore, that from this time forward there need be, there will be, but few "bad spellers" found among the graduates of our schools.

PENMANSHIP.

This is a very popular branch with pupils generally, in both day and evening schools, and there is no good reason why it should not be taught with eminent success. It *is* so taught in many of the schools; it may, or can be, in all.

It gives me pleasure to state that many of the errors and faults to which attention was directed by me in last year's report have been corrected, and that creditable progress, in most schools, is being made. In order, however, to secure greater *ease and freedom* in the handwriting of our pupils, and to prevent injury to eye, hand and body, many faults in position, in placing the book

or paper, manner of holding the pen, etc., still remain to be corrected.

ARITHMETIC.

The results attained in Arithmetic, so far as observed by me, have not varied much from those of last year. In a number of schools, the success in teaching this branch has not been as definite as might have been expected.

Very clear and intelligent instruction, however, has been given in many schools, and, generally with excellent results. The suggestions of the "Teachers' Manual" have been of great service in teaching this indispensable branch, and correct methods of instruction are now employed in most schools. It is suggested that, more generally, a gradual blending of *rapidity* with correctness is desirable and practicable.

GEOGRAPHY.

In many schools, this important branch, both local and descriptive, is intelligently and very successfully taught. There are still, however, many classes that are kept upon a particular portion of the word, or upon some partial map, for too long a time, and the subject is taught in a manner too *disconnected* from the country or continent of which it forms a part, it may be, or from the rest of the world. In all such cases the subject has been narrowly and unwisely handled, and unsatisfactory results produced.

These occasional faults, however, can be readily remedied or avoided. There should be in the class-room, while the required

instruction is being given upon a particular grand division or continent, not merely the special map, but also a globe or map of the world; each to be used as occasion may require, or incidental and connecting circumstances prove interesting and profitable to the pupils. While teaching that portion of the subject that would call into requisition, say, the map of the New England States, the map of the United States should also be at hand, or on the side wall, for reference and use. While specially upon the British Isles, the map of Europe would also be found serviceable.

And the pupils might advantageously be more promptly informed of *changes* in the geography of cities, states and nations. Our city, in some schools, still continues to have the Harlem river as its northern boundary; the State of Connecticut is still dignified with two capitals; and the geographical changes, territorial and political, resulting from the late war between France and Prussia, might justly have received earlier and more definite notice.

In many schools, and with the younger children especially, the benefits of practical instruction in the geography of home and school, and their surroundings—of New York City and its suburbs,—are now properly appreciated. There is also much commendable practice given the pupils, in the lower grades and in connection with the map exercises, in pointing promptly to the different points of the compass, and in the direction of different states, countries, oceans, etc. These and similar exercises cause the younger pupils to become more observing, more thoughtful, and more interested in the subject of geography generally.

In the proper grades, and particularly upon review, imaginary voyages are occasionally used to great advantage. These might profitably be more frequent. Letting pupils set sail in imagination, in a merchant vessel, from some prominent seaport in the country under consideration or review, to some other country, and having them tell what the vessel would be likely to carry out as *exports;* the course to reach its destination; the stopping places (if any) for supplies; the distance of destination in round numbers; and what the vessels would probably bring back as *imports*, is one instructive mode of binding together important parts of this interesting subject.

The intelligent and expert teacher of geography, however, will adapt his mode of instruction to the circumstances or capacities of his pupils. He will make available the globe, the newspaper, the outline map, the maps showing or noting elevations and depressions, climates and ocean currents, and all other means and appliances, along with the text-book, for throwing all possible light upon the subject.

GRAMMAR.

The attention to common errors of speech, and their correction, as required in all grades, have had a good effect in popularizing, so to speak, the subject of Grammar as a school study. Hence, when taken up as a special and definite branch, as it is when pupils reach the fourth grade, these preliminary and incidental exercises are found to have had a good effect. It appears to me that the pupils of our schools generally now *take* to the study of Grammar, and find it to be an interesting and profitable study,

and not the dry or uninteresting subject which, as formerly taught, many with good reason considered it.

In a few schools, however, the pupils, upon commencing the study, appear to be allowed or required to commit the definitions to memory without previous explanation or illustration. Most of our teachers, however, now employ the more commendable plan of giving preliminary and explanatory illustrations, by means of oral exercises, and easy and suitable sentences written either upon slate or blackboard.

The subject, as now taught in most of our schools, is having a favorable effect in the direction of establishing, in accordance with the excellent suggestion of the Manual, the *habit of using language correctly.*

DISCIPLINE.

In the matter of discipline, there appears to have been but little change, especially in those points to which allusion was made in my last annual report. The general order and appearance of most of the schools were commendable; and this fact, in view of the restrictions in enforcing obedience, evinces great tact and managing skill on the part of the teachers.

But *discipline* comprehends much besides order. Order is a part, an important part, but not the whole of discipline. Good order is one of the results of good discipline; but there are also other points in discipline that should not be overlooked. School

discipline has much to do with the *formation of character;* it *should* have, also, much to do with its *reformation*, especially in the case of children who greatly need instruction. The discipline of our schools should be such as to affect most favorably the hearts and lives of those whom we are educating, who should be looked upon, not merely as present pupils, but also as the *future citizens* and *rulers* of our "Great Republic."

There is reason to fear that our discipline, in this broad and proper sense, is not fully what it might be; that it is not as strong and definite as it should be in some important features of that wholesome discipline which tends to form *habits* of prompt obedience to authority, respect for the rights of others and respect for parents and teachers. In many of our schools, there are some, perhaps only a *few, refractory boys.* These are the cases that exhaust the teachers' strength, counteract the effect of much of the instruction and advice given, and that tend, by their loose example, to undermine or weaken the general discipline of class and school. But the education of all children not otherwise provided for is now a settled principle with the state. Until, therefore, special "Reformatory Schools" for the training of refractory pupils are established, it seems to me that, in order to prevent the necessity of turning such into the streets, to grow up in ignorance, or, perhaps, to become public paupers and criminals, there should be *additional power upon the school premises*, to be used in compelling, when necessary, proper and prompt obedience to authority,—*power of correction*, as suggested by yourself on a former occasion, placed in the hands of the Principal of the School, but not to be used except as a last resort, and then under judicious restrictions. The mere fact of the presence, or possession by the Principal, of such additional power, *without its use*, would,

in my judgment, have a widely salutary and restraining effect, and make even the advice and counsel of faithful and earnest teachers more influential for good.

Under the circumstances, however, the teachers of New York, as a body, deserve much credit for the measure of success attained in the discipline and management of the schools.

SANITARY CONDITION.

With few exceptions, the school premises appear to be kept in a cleanly condition.

In most schools neatness and tidiness are properly looked after and judiciously encouraged.

In some of our school-buildings, there are class-rooms which are insufficiently lighted. Other class-rooms are supplied with seats or desks, so badly arranged, as to the light, that the pupils are constantly led to bend forward in their exercises of reading, ciphering, etc. This causes them to assume and retain unnatural and injurious postures. In some schools, it is to be feared, pupils are required to sit or stand too long in one position, it may be with arms folded tightly, or permitted to assume unnatural postures, even where no cause as that before alluded to exists. As far as possible, these evils will, it is to be hoped, be speedily corrected.

The matter of *ventilation* has also received attention. Perfect and complete ventilation in large buildings is still somewhat of a problem unsolved; it certainly has not been *practically* solved to the satisfaction of all. Our school-houses have as good means for ventilation, perhaps, as most public buildings. Many have

registers and wall ventilators—*all* have windows and doors. The latter, when of proper size, and properly placed, are means always available. But these require to be used with care and good judgment, and especially so in cold weather. Judicious and thoughtful teachers will carefully employ all the means at hand for the proper ventilation of their class-rooms, and, at the same time, will guard against cold currents of air upon the necks and backs of their pupils.

The *play-grounds* of several large schools are, unfortunately, too small, and the outhouses too limited. It would be well if the former could be enlarged, but this, perhaps, is not now practicable; but the latter might be readily extended or improved. It has been to me a source of regret that, years ago, when land was cheap, larger plots of ground were not secured for our school-buildings, so that the physical training of our pupils could be more completely provided for. In this very important matter of play-grounds of proper extent, the schools of the "New District" have the advantage of most of their older associates.

EVENING SCHOOLS.

Many of the Evening Schools have also been visited and examined by the undersigned.

Undoubtedly, great benefit has been received by those who have regularly availed themselves of the opportunities for improvement which these schools have furnished.

The system, however, is still susceptible of great improvement. The instruction might be more systematic and thorough if the

classification were more definite. There has been advancement, however, in this respect, over that of former years—an improvement that was much needed.

In visiting the schools, it was noticed that many of the pupils were not promptly on hand at the time of opening. This should be remedied as far as practicable. Considering, however, the early hours of opening ($6\frac{1}{2}$ o'clock for females, $6\frac{3}{4}$ o'clock for males), *lateness*, in many cases, doubtless, is unavoidable,—the pupils toiling, as many do, to within an hour, in some cases, perhaps, within a *half-hour*, of the opening of the school. But *punctuality* is one of the virtues or habits which all our schools should inculcate and practise. In order, therefore, that the Evening School pupils may have the needed time for getting home from business or work, for partaking of their evening meal, etc., I respectfully suggest, that it would be better to have the time for opening school fixed a little later, say at 7 o'clock for females, and $7\frac{1}{4}$ for males; the times of closing also to be different, as formerly, 9 o'clock for the female schools, but $9\frac{1}{4}$ o'clock for the male schools. This arrangement, with punctuality then reasonably insisted upon, would give two hours for "sharp and decisive" work and study, in place of the irregular and somewhat fragmentary instruction heretofore given, in some schools, during the nominal time of two hours and a half.

An increased interest in the important art of Penmanship was plainly observable, and, in many schools, excellent results have been produced. But this branch has not yet been given as *practical* a direction, generally, as is desirable. In connection with particular and systematic instruction in the art, it should be more frequently applied—in the upper classes especially—in the

direction of making out bills, drafts, orders, receipts, etc.,; in fact, in connection, generally, with Commercial Arithmetic and Book-keeping.

The instruction in other studies and subjects prescribed, although in many respects of a very creditable character, might also have a more practical aim or bearing. The Reading might advantageously have a wider scope or range in matter for elocutionary drill, and in history, biography, and natural science. The Geography also, with the use of outline maps, might profitably be given a more practical or business application, looking more particularly to the resources and productions of our own country, its exports and its imports, and increased acquaintance generally with those countries with which our commercial interests are linked.

But the success of any system of schools depends, to a very great extent, upon the character, qualifications and faithfulness of the teachers employed. Many of those who attend our Evening Schools, as pupils, are persons of mature age, whose education has been interrupted or neglected; and it requires good judgment, much tact and experience, as well as learning, in the teacher, to keep such interested in their school work, and to have them profit by it. It gives me pleasure to state that, as far as my observation has extended, a large majority of the teachers appear to be earnest and faithful in the performance of their duties.

With our Evening Schools, therefore, in the hands of well-qualified and experienced instructors, under the able and judicious guidance or direction of the Evening School Committee and of the Board, we may confidently expect, as each year rolls round,

increased efficiency and usefulness of this portion of our school system.

CORPORATE SCHOOLS AND COMPULSORY EDUCATION.

Several of the Corporate Schools were also visited and examined by the undersigned.

While, doubtless, these schools might justly and advantageously be more closely identified with our system, yet, under their immediate organizations and institutions, they are doing much good, and, in many instances, attaining a very creditable degree of success, both in the moral and intellectual development of the youth entrusted to their care.

While the Public Schools are justly and truly the "People's Schools"—the schools for the masses—still, all organizations and asylums that are participating in the school Fund, and are successfully educating (within the statute) large numbers of children, I look upon as *co-laborers* in our educational field, as important *co-workers* in the grand scheme of educating the rising generation. Especially in view of the new work of "Compulsory Education," which recent legislation has placed under the direction of the Board of Education, our city "Industrial Schools," and the schools of the "Children's Aid Society," and others, may prove to be invaluable aids. In my judgment, schools in which some industrial art is taught, and where the discipline is of a home-like or family character, will be found to be not only serviceable, but almost indispensable, to the carrying out of the provisions of the recent enactment, so as to reach, train, and educate the very poorest and most neglected little ones in our midst. The Board, in their wisdom, however, will doubtless

devise such judicious plans and measures as will tend to enlist popular sympathy and support, and thus secure general co-operation in their well-directed efforts to provide "Education for All."

In concluding this report, I congratulate the City Superintendent, and the Board of Education, on the general success and prosperity of the school interests of our city.

Respectfully submitted,

JOHN H. FANNING,

Assistant Superintendent.

New York, *December* 31, 1874.

REPORT OF ASSISTANT SUPERINTENDENT JOHN JASPER, Jr.

To Henry Kiddle, Esq., *City Superintendent:*

Sir—It again becomes my duty, in accordance with the custom and requirements of the office, to submit a yearly report, showing, as far as I am able to judge, the condition of the schools, and recommending for your consideration whatever changes may appear to be for their advantage and continued usefulness. This, although the close of the year, is not properly the close of the school-year, and the latter part of June would be a better time to fairly criticise the work of the preceding ten months.

My duties have been various—the inspection and examination of classes in Evening Schools, Corporate Schools, and the Grammar and Primary Departments, and Primary Schools in the several grades.

ORDER AND DISCIPLINE.

The order and discipline appear generally to be all that could be desired. Where any deficiency existed, it could in most cases be traced to a lack of this essential element in the Principal of the department. A zealous and a determined Principal will make an orderly school. There may be poor disciplinarians in a department, but most of these will gradually improve under the

careful training and watchful eye of the Principal. After all means have failed to produce satisfactory results with any teacher in maintaining order and securing discipline in a class, the sooner the teacher resigns the better for the school and for the pupils intrusted to his care. The moulding of character of the man or woman, in a great measure, occurs in the school, and it is of the greatest importance that those in charge should be persons who will secure the esteem and respect of the scholars, and who are thoroughly competent to discipline them aright.

The training in the schools, and especially in the Primary Departments, should be easy and entirely free from what might appear to be unnatural restraint. To require a school or class to sit perfectly motionless for the space of even ten minutes, with eyes directed to some named object in the front of the room, is undeniably wrong. It is unreasonable to expect that children of a nervous organization can comply with such stringent and injurious requirements.

GENERAL MANAGEMENT.

The school or department should be well organized, its pupils properly classified, and the work of the teachers thoroughly systematized. The Principal should prepare for each class an order of exercises, stating when a study should commence, when end, how often be taught during the week, &c. It would be well for the teachers to forward once a month to the Principal a statement showing the progress made by the pupils. By this means the tardy could be carefully looked after and pushed on in their studies, while the over-zealous could be restrained. Excellent results can only be accomplished by persistent effort and efficient supervision on the part of the Principal in each class of his de-

partment. Mere direction to the teacher to adhere closely to the Manual will not suffice. He must visit the class-rooms, listen to the instruction, offer suggestions when necessary, encourage all, and occasionally take charge of an exercise. The chief duty of the one in charge should be supervision. Have the Principals at present sufficient time to fully and efficiently do this? I fear not. The schools, in my opinion, are suffering from a want of continued and more direct supervision. The whole time of the Principal should be occupied in regulating the work of the teachers, arranging home lessons, seeing that the regulations of the Board of Education are rigidly followed, receiving visitors, and, in fact, attending personally to everything appertaining to the management of the school. While principals are required to write records, and perform generally all the clerical duties, the management and supervision must be more or less neglected. It would be for the welfare of the schools, and more economical, to require those in charge to attend to that which is legitimately within their proper sphere—namely, general supervision. In all schools numbering 300 it would be well to have one General Assistant. In schools numbering 600 two would not be too many, and these positions would be far from sinecures. These Assistants could also instruct the classes of absentees. As a consequence, the schools would make greater progress, and the consolidation of classes, which now too frequently takes place, would be avoided. With the present Course of Study, a teacher will find enough to wholly engage his mind in looking for the advancement of one class; he should not be called upon to look after two. In large primaries the progress of the pupils would be greatly facilitated by assigning to the Vice-Principal, who should be a teacher of large experience, the direct supervision of the lower half of the department, for the proper management of

which she is, of course, responsible to the Principal. This plan is adopted in some of the Wards.

READING.

This study does not appear to receive the attention that it demands. The general complaint is, that the Course of Study contains too much, and, as a consequence, in trying to teach all, the pupils are not made as thorough in the Primary and important branches as they should be. In some sections of the city undue prominence to the rising inflection is given. This, which is proper where a question is asked, is assuredly out of place in declarative and imperative sentences. The reading should be easy, natural, and free from affectation. In some departments pupils are taught to read in a manner differing entirely from that in which either the Principal, teachers, or pupils converse. This produces faulty reading, for the pupil, seeing a word to which an affected pronunciation is to be given, concentrates his thought upon it, and thus fails to give expression to the sense of the lesson.

The Principal should designate about the number of lessons to be read by a class in a stated time, and not allow this to depend upon the caprice of the teacher.

SPELLING.

The results in Spelling have been highly creditable, giving evidence of judicious and faithful instruction. The examination above the Third Primary Grade was wholly written, affording an opportunity to judge of the progress and proficiency of slate writing. The results in this latter exercise have been generally good. Bad habits are formed in some classes by allowing the pupils to use short pencils. The display by the teachers of bet-

ter judgment in this respect would amply repay them in the improved character of the pen-writing.

ARITHMETIC.

This subject has not been taught with a success commensurate with its importance. It does not seem to have improved any in the past two years. Many of the departments which generally do good work fail in the Arithmetic, not in a few classes, but throughout the school. Very frequently the interest of the pupils in the subject is weakened, and it appears to them dry and uninteresting, from the fact that long and tedious examples in abstract numbers are given. Pupils are too often taught, as stated by me in a previous report, to perform the Arithmetical calculations mechanically, without any thought as to the why or wherefore. Classes produce commendable results in the fundamental rules, provided the questions given would, from the very wording, inform them of the nature of the operation to be performed. Short practical examples which are met in every day's transactions, and which, if properly solved, would strengthen and develop the minds of the pupils, are resorted to very sparingly.

Where particular attention was paid to Mental Arithmetic the results in Written Arithmetic were in general quite satisfactory. By some teachers it is thought that the explanations given for the examples in Written Arithmetic will answer the purpose and accomplish the same end as separate mental exercises. Another mistake lies in the fact that questions are worked individually instead of by the whole class. When the teacher is a little deficient in discipline, the only pupil gaining from the exercise will be the one answering, and in classes of moderate size each pupil will not have over three or four questions a week. Im-

provement, therefore, will be very slow. The teacher—perfect order being established—should require the entire class to do the example mentally, and then call upon one or any member for the solution. In this manner forty questions would be solved in almost as many minutes; and each member of the class would be equally benefited thereby.

PENMANSHIP.

The results were, with few exceptions, commendable, and particularly so in departments where the Principal looked carefully after the exercise. I think it would be well to have pen writing taught in the Third Primary Grade. Many of the children leave the highest class with very little opportunity to become good writers. I would also recommend additional accommodation in many of the Primary Departments for the successful teaching of this useful exercise. Some of the class rooms are too small, and often the large room is not properly arranged for the instruction. In some departments it is necessary to send one-half of the class from the class room during the exercise, that the others may have suitable accommodations.

The Weights and Measures are oftentimes mechanically taught, and the questions answered by rote, without any idea whatever of the subject. These should be explained, as far as practicable, objectively. It seems idle for a pupil to say three feet make one yard, when he has no idea of the actual length of a foot. During an examination I have frequently sent pupils to the black-board to draw a line one foot in length, and the length of the line drawn was, in many instances, a guess depending mainly upon the length of the board. Ask the length of the room—which is 20 feet—and you will hear such answers as "2 yards long,"

"7 feet long," &c. In one school I asked the height of the room, and was informed it was 150 *feet*; some demurred to this, and thought 75 *feet* was a closer measurement. In another class the stature of the examiner, from the estimate made by the pupils, was gigantic, for it varied in height from 17 to 23 feet. Yet, in justice to the pupils, I must report they were very proficient in explaining that a sponge was porous, elastic, compressible, absorbent, etc.; with readiness gave the meaning of each of the terms, and also, with great unanimity, told the *kingdom* to which the sponge belonged.

In conclusion, I take pleasure in bearing testimony to the earnestness and intelligence displayed by the teachers, as a class, in the performance of their important and arduous duties.

Respectfully submitted,

JOHN JASPER, Jr.,

Assistant Superintendent.

REPORT OF ASSISTANT SUPERINTENDENT ARTHUR McMULLIN.

HENRY KIDDLE, ESQ., *City Superintendent:*

SIR—I herein respectfully present my report for the year ending December 31st, 1874.

READING.

In reading, results of marked degrees of difference in merit were observed. The classes in some of the schools during a term are required to read a number of lessons so limited that it would appear the recommendations in the Manual are not carefully consulted—certainly are not complied with. It is stated in the Course of Study that Scholars of the Fifth Grammar Grade shall read in a Fourth Reader (first half), and scholars of the Fourth Grade in a Fourth Reader (latter half). This would seem to designate not only definitely where, but also, with some degree of accuracy, how much, they should read. It is not, of course, asserted that the pupils in one class shall study exactly the first half, and those in the other exactly the second. The directions in the Manual are properly so expressed as to admit of some discretion in this regard.

But, although it is not explicitly stated that the scholars shall in a term read through just one half of the book, it is by impli-

cation given to be understood that they shall approximate more or less closely thereto; in other words, it is maintained that first half and last half should not be construed to mean first eighth and last eighth, or first fourth and last fourth, to suit the varying views of Principals and teachers. I must here protest against the exaggeration and affectation of speech, which, happily, do not generally prevail. All admit the necessity of distinct articulation, and recognize the propriety of reasonable and consistent effort to obtain it. The laudable ambition to effect this result has developed a tendency toward excess in the matter of phonetics. As a consequence, the young are taught to read in a manner wherein nature is sacrificed to sound. The affectations of speech are few and harmless, and should, perhaps, in silence be passed by.

When, however, a child in reading pronounces "sky" with an elaborate and conscious departure from the manner of speech which prevails in every place except the class-room, and gives evidence of having been thus instructed to speak by the teacher, one cannot help thinking that, to say the least, the teacher's time might be more usefully employed. In many of the readers are inaccuracies in orthography, definitions, grammar, &c., which it would be well to have straightway corrected. "Avoid" does not give the true meaning of "prevent;" "plunge in the river" is not good English; "ecstacy" and "accommodate" teach bad spelling.

SPELLING.

Spelling is a study in which the pupils themselves do th greater part of the work; in which, especially in the lower

grades, little field is presented for instruction. The good teacher sees that words are spelled correctly, and in such number daily that a scholar who has passed through all the grades may reasonably be expected to display an acquaintance with English orthography equal, or nearly equal, to that possessed by the instructor. As stated in a previous report, the views of teachers differ widely with reference to what constitutes the proper amount of ground to cover each day. Let us take an extreme case. Sometimes scholars will be presented for examination, and the space traveled at the expiration of several months is so limited that it would be difficult to find words sufficient in number to go around the class.

The Manual directs that the pupils shall be taught to spell miscellaneous words, and those that appear in the reading lessons prescribed for the several grades. If care were taken that in a term all or nearly all the lessons in the half of a reading book were studied, a scholar going through every grade would undoubtedly become an excellent speller, and the examiner would be relieved from the necessity of sometimes making a class "good," or perhaps "fair," although the pupils apparently had done exceedingly well. In the matter of miscellaneous spelling the Principal should prepare for each teacher a list of properly selected words, that thus the separate fields of labor may be circumscribed and defined.

DEFINITIONS.

Definitions, of course, go hand in hand with the spelling. This, at least, should be generally the case. It must be remarked that classes often displayed a satisfactory, and even very com-

mendable, ability to give an equivalent or nearly equivalent substitute for words which they could not apply in conversation, seeming to show, from their lack of readiness in such application, that the instruction had not been of the practical character which it is desirable should always prevail. That a pupil should intelligently use a word whose meaning he thoroughly comprehends appears to be self-evident. To effect this result requires the exercise of tact and judgment on the part of the teacher. Its accomplishment cannot be regulated by rule. The formation, by encouragement and example, of such habits of speech, on the part of the scholars, that in their daily intercourse with each other, they will introduce the words defined, is of the first importance. Conversations and remarks so constructed by the instructor that the same design is kept constantly in view, and the composition on slate or paper of little sentences embodying each new acquisition, might be mentioned as means conducive to this end. Here, as elsewhere, however, the insufficiency of suggestions, though numerous and relevant, is made manifest, and the method of the intelligent teacher is alone, it may be said, found to be of value.

PENMANSHIP.

Perfection in this exercise depends to a very great extent upon practice. The time allotted to its pursuit is adequate to teach how to write, but is inadequate to give the rapid and complete command of the pen which makes the master. While the writing is generally good, one cannot help remarking the wide degree of difference characterizing the penmanship of neighboring schools. It chanced to be the experience of the undersigned to examine in immediate succession two departments in which this want of

correspondence was strikingly apparent, and, if he has not fully informed himself of the reason why the discrepancy existed, he is certainly convinced that the establishment of social relations between the Principals, and the interchange by them of a call or two in a friendly, if not official way, at their respective schools, would, to say the least, be productive of no harm.

WRITTEN ARITHMETIC.

In arithmetic the results in the classes examined by me, the special reports in your possession will show. Annexed are some general criticisms, which the imperfections observed appear to justify. Too frequently it seems to be the case that the lessons in this department of study do not insure the solution of many examples, difficult only in the sense that they rest in what is essential and peculiar, but rather the working of a few, which have nought to recommend them, save that they are tedious and take time. Scholars in the elementary rules, when examined by the undersigned in problems, which were easy only regarded in the light that they were devoid of needless repetitions of the same process and free from a profusion of figures, were found sometimes not to do well. An attempt at explanation of the unsatisfactory result consisted generally in the assertion that the questions proposed were not sufficiently difficult to call forth the mental energies of the class, and were so dissimilar in this respect from those ordinarily asked by the teacher, that to the surprise occasioned by their very simplicity might the failure mainly be ascribed. A harder example, as given out by the teacher, is usually found to be one in which the numbers employed differ from those of the examiner simply in the fact that they exist

higher up the scale. Some instructors, inexperienced, of course, state questions in invariably the same way. I recall an instance in which a class, with scarcely an exception, when called upon to divide 14,023 by 175, wrote the first as divisor and the second as dividend, showing conclusively that the terms were constantly repeated in that verbal order. Cases occurred which made it manifest that the calculations in Federal money were taught to be performed in such manner that the decimal plan of formation disappeared almost completely from view. In the ordinary transactions of every day life, the mill is not mentioned, nor does it actually exist. At times the so-called practical questions of the school are utterly at variance with the statement just made. Only as a substitute for one-half cent do mills deserve recognition in a truly practical example for children in the Eighth Grade. It is also to be regretted that now and then slates will be submitted for inspection, the work on which—in other respects, perhaps, commendable—will unfavorably impress one by reason of carelessness and inaccuracy in the use of signs. Errors, apparently trifling, but meriting censure, because they subsequently produce confusion and are marks of thoughtless, if not poor instruction, are exemplified in the following faulty presentation of the process of changing three fifths to tenths: $3\text{-}5 \times 2 = 6\text{-}10$. The Written Arithmetic prescribed for the Seventh Grade is of such character that the slate and pencil do not seem to be always indispensable adjuncts.

MENTAL ARITHMETIC.

Time is too often wasted in teaching, rather compelling, the young to give expression to their ideas in language which has little more to recommend it than that it fills the ear. So much

attention is paid to what the pupil *says* that what he *knows* would appear to be of secondary importance. The sign and the thing signified are inseparable, but the former should not take precedence of the latter.

OBJECT LESSONS.

Instruction in this department of study, too frequently resolves itself into a mere exercise in definitions. A child knows by experience that he can see through glass. Has he added anything to his stock of information about the properties of objects, or has he simply increased his vocabulary, when he is taught to say that glass is transparent? The following interchange of question and answer, which took place at an examination in objects, will serve as an illustration of the kind of teaching to which I above referred.

Teacher (*holding up a slate*)—Can you see through this?
Pupil—I cannot.
Teacher—Why?
Pupil—Because it is opaque.
Teacher—What do you mean by opaque?
Pupil—That cannot be seen through.

Here are three assertions by the pupil. The third merely defines opaque. By substituting, in a combination of the first and second, the meaning of opaque, it is rendered apparent that the child simply said he could not see through the slate, because it was of such nature that he could not see through it. Assuredly the definition is all that is of value here. Thus exercises purporting to be about objects resolve themselves into exercises about names.

ELEMENTARY SCIENCE.

The observations just made may be applied sometimes to the instruction in this branch of study. The definition too often supersedes the fact.

ORDER AND DISCIPLINE.

In this respect nothing has transpired to cause any change in my estimate of the condition of the schools from that stated in my report for the previous year. Good order and discipline generally prevail.

Respectfully,

ARTHUR McMULLIN,

Assistant Superintendent

REPORT OF ASSISTANT SUPERINTENDENT WILLIAM JONES.

Hon. Henry Kiddle, *City Superintendent:*

Dear Sir—At your request, I herewith submit my annual report of the results of the examination of the classes in the Primary Departments and Schools assigned to me during the year now closing. In so doing, I have taken occasion to make such observations upon some methods pursued, which retard the advancement of the pupils, and to offer such suggestions as may aid the teachers in the discharge of their responsible duties.

CROWDED ROOMS.

The largest increase in the attendance is to be found in the lower classes, which are constantly crowded with very young children from four to six years of age. The law allows these to enter school, and the convenience of many parents prompts them to send them, when it would be far better for them, physically, to remain at home. Coming from homes where they have enjoyed the largest liberty, they are often compelled to sit compactly together in rooms where the cheerful rays of sunlight seldom can enter, and to inhale an impure atmosphere for want of efficient means of ventilation. Here they receive their first lessons in order and attention, under the skilful guidance of competent

instructors. Instead of having ample accommodations for these tender ones, who need pleasant surroundings, they are, in some cases, seated on galleries in the rear of the main room, where the light and air which enter are impaired by the lofty tenements adjacent. I regard these galleries as more useful in showing off the school during the opening exercises, and on "reception" occasions, than at any other time. New admissions must be provided for, and the galleries become the convenient reception of these, until, despite the requirements of the By-Laws, they become crowded even to the highest seat. Two classes are then usually formed; and in this crowded space, and breathing such an impure atmosphere, children and teachers must spend their time. Would it not be better if these galleries were dispensed with, and convenient class rooms formed to take their place where such large numbers could not be congregated together, so that the evils complained of might be avoided? Aside from the sanitary considerations involved, teachers would be able to instruct their classes more successfully. Now, children on the higher seats find it difficult to see clearly the words, figures, and forms on the blackboard. This change would render it necessary, in some instances, to provide additional accommodations to meet the constant demand, either by hiring other buildings, or erecting new ones in the localities where they are so much needed. In the school buildings which contain the Boys', Girls', and Primary Departments, the accommodations are unequal. While the latter generally has an attendance equal to that found in both of the former, the class rooms allotted to it seldom exceed over half of the number, if we except the rooms on the ground floor, which from necessity are sometimes fitted up to accommodate the children for whom there is no space on the main floor. These rooms overlook the play-grounds and yards, and are sub-

ject to many inconveniences, one of which is the absence of pure light and air, and, another, a constant interruption from the other classes during the usual recesses. In addition to all this, in the large Primaries, two to four classes are taught in the assembly room, without the usual accommodations of the class rooms, and where the recitations of one class necessarily affect the teaching of the other; and, consequently, the effort made by the teacher greatly tends to impair her health. In order that she may, a portion of the day, enjoy the facilities of the classroom, changes of the classes take place, which occasion a loss of time, and, consequently, interfere with the successful prosecution of the studies. If more rooms could be furnished to the Primary Departments, which generally have from twelve to twenty classes, these evils, on which I have felt it my duty to dwell, would not exist.

The Board of Education, in view of the increasing demand for new school houses, has established several during the year, in wards where the population is rapidly increasing; but many of the evils named exist in schools long established, and where the population is not so dense. What is greatly needed is more extensive accommodations for the younger children, with proper facilities for the ventilation of class rooms, as essential to the progress of the pupils in the prescribed studies, and the maintenance of physical health and strength. I have referred to this subject at the beginning of this Report, as the evils complained of unfavorably affect the results of instruction in many of the classes, although the duties of the teachers are more laborious, and accompanied with as much skill as are those who teach classes having better accommodations and more favorably situated.

The results in this exercise have not been as successful as is desirable, notwithstanding the instructions constantly given. Phonetics are taught in all the classes, beginning with the lowest; and, while the pupils can correctly give the proper sound of the letters of a given word, yet, when called on to pronounce the words of the reading lesson, the enunciation is often indistinct, and the pronunciation defective. In many schools the larger number of pupils are children of foreigners, who do not always hear our language spoken at home, or, if so, very imperfectly. Teachers do not at all times remember that the teaching of phonetics is, as you have so justly observed, "only the means to an end." What is wanted is good reading; and to secure that, the pupils must clearly understand that a knowledge of the sounds of the letters is the means by which they will be able to articulate distinctly. And yet this seems to be so overlooked that, in many instances, the pronunciation is so imperfect as to justify the inference that phonetics had never been taught. To counteract home and street influences sometimes requires the closest attention on the part of the teacher, and the utmost care in pointing out the remedy. In very many of the boys' classes, the *style* of the reading is not thought of, the mind being chiefly occupied in trying to pronounce the words correctly. The most successful teachers of this important study generally first read the paragraph which the class is to read, paying close attention to clearness of articulation, correctness of style, as well as distinctness in the pronunciation. The ideas sought to be conveyed by the writer are made plain, and the pupils are able to comprehend them. Then the class in concert read the same paragraph, after which the pupils read, each in his turn, subject to the criticism

of any pupil who may have detected any error in enunciation, pauses or style. Though, in the limited time allowed to this exercise, many lessons may not have been read, yet the class has acquired in this way a thorough knowledge of the rules necessary to be observed in reading, and all have read, either singly or in concert. Where this care is taken, we find intelligent and thoughtful reading, and especially where the final consonants are not omitted, but every sound is properly given. It is not the number of lessons read which is to be regarded by the teacher as complying with the requirements of the Course of Study; what is demanded, and consequently expected, is intelligent and correct reading, with an understanding of the subject matter of the lessons. There is no occasion that this rule should be misunderstood. Some classes are confined to a very limited number of lessons until they can repeat them *verbatim* without looking on the book; and the reason assigned why further progress has not been made is the caution given not carelessly to read too many lessons. In such cases, observation has convinced the examiner that the rules governing excellent reading have been entirely overlooked by the teacher.

Some of the readers in use in all of the classes contain lessons of an instructive and entertaining character, which, when they are correctly explained, and made the subject of conversation, never fail to awaken interest in the pupils, and secure the happiest results.

Children have, of course, no inclination to read what is dull and uninteresting; and, when required to do so, the work is mechanically performed, and they derive no benefit from the exercise. I think all the lessons should be carefully analyzed in

order that the teacher may learn if the class is familiar with the subject matter embraced therein. This can readily be ascertained from the answers given to judicious questions propounded by the teacher. Conversations on morals, manners, natural history, and other subjects suggested by the text, always constitute a very instructive and profitable exercise, in which object lessons could be incidentally given with very beneficial results.

SPELLING.

The methods suggested in reference to reading would, if adopted, familiarize the mind of the child with the form of words, and thus prove an efficient aid in teaching spelling. The children in all the grades generally spell orally in a creditable manner; yet when they are required to write the words on the slate, the same results are not obtained. Constant practice is essentially necessary in order to secure satisfactory results. The words given are usually selected from the Reader, and if sentences are dictated, they are composed of words found in the reading exercises, though differently arranged. I am happy to state that during the present series of examinations, I have found an improvement in this exercise, the words written being more correctly spelt than formerly.

DEFINITIONS.

I wish I could say the same of the sentences generally given to illustrate the meaning of words. This is one of the most unsatisfactory exercises that I have had. Although the attention of teachers has been called to this subject on repeated occasions, we still too frequently have sentences given without any regard to the proper meaning. Formal definitions are easily memorized,

and, consequently, are correctly given, when the child has not the slightest conception of the true meaning of the word which is to be defined. If we wish to have correct and intelligent readers, we must make the children familiar with the meaning of the words which compose the reading lesson. Conversations on the subject matter of the lessons will greatly aid the class in obtaining an accurate idea of the meaning of such words as are employed, as well as the sentences read, and I hope that teachers will adopt this method, which, whenever properly tried, has produced such favorable results.

WRITING.

From the primer class through the first-grade classes slate writing is practiced, and is generally attended with success. This is especially commendable when we remember that so many classes have to perform the work with the slate resting on the arm. As writing is mainly a mechanical exercise, requiring skill and taste, those classes have achieved the greatest success in which the teacher wrote on the board the most correct copy. If she wrote exceedingly well, and gave to her children careful instructions how to sit, and in what manner to hold the pencil and slate, and with equal care saw that these instructions were complied with, the specimens presented were of a very creditable character. Very often, owing to the crowded condition of the classes, the imperfect writing is not attributable to carelessness, but to the want of proper facilities. Penmanship in the upper classes, where alone it is taught, does not generally compare favorably with the slate writing. I fear that the necessary instructions are not always given, or, if so, are not heeded by the class. The books of the girls are generally very neat and clean, and the

penmanship is better than is presented in the books which belong to the boys. Reading, spelling and writing are so intimately connected, that the greatest care should be exercised by the teacher that the children be as proficient in these studies as circumstances will permit.

ARITHMETIC.

Much progress has been made in this exercise, more especially in the lower grade classes, where single columns are added on the board and slates with promptness and accuracy. Numbers are also read with equal correctness, and written on the slates from dictation. In the three higher classes, practical examples are too often neglected, and a consequent partial failure is the result. "Sold a house for 20,050 dollars for which I previously paid 17,067 dollars; how much do I gain or lose?" is an example to which, in many instances, the correct answer would not be given by three-fourths of a class. The same question, if presented thus: "From 20,050 take 17,067," "or find the difference between 20,050 and 17,067," would be answered by at least ninety per cent. of the class.

Examples of a practical character would be more profitable to the pupils of the higher grades, if occasionally given, than to confine them exclusively to those in which the class is simply told to add, subtract, multiply or divide. The former require thought, without the exercise of which they cannot be correctly solved, and prepares the pupil to solve others met with in the ordinary affairs of life. Where classes are so taught, the examples are understood, and prompt and correct answers are rendered by the pupils.

MENTAL ARITHMETIC.

Mental Arithmetic, which accompanies the successive steps of written arithmetic, is often rendered unattractive by the memorizing and repetition of the formulæ. The pupil is more careful to think of the precise form of words used in the solution of the question than the principle on which it is based. The simpler the formulæ, so long as the principle is understood, the clearer will be the answer.

For want of the necessary familiarity with principles, and from the confusion of the memory in attempting to remember the phraseology employed in solving examples in multiplication and division, the explanations required in these processes are often reversed. More thorough and less mechanical teaching will awaken active thought, excite interest, and tend to produce more intelligent scholars in all the higher grade classes.

GEOGRAPHY.

More attention is now given to the location of places within the limits of the city, as well as those in its immediate vicinity, than heretofore. A better knowledge of the points of the compass is also acquired, as well as of the boundaries of New York Island. Since the annexation of the adjacent territory the northern boundary has been changed, and very few, even of the teachers, really know the exact northern limits of the city. A map which will supply the needed information, showing the islands, cities, and rivers in its immediate vicinity, will be welcomed by teachers, and prove very profitable in the class room.

RECEPTIONS.

The provision of the By-laws forbidding receptions in any school more than once a year has had a tendency to repress the desire for these showy entertainments. Parents and friends who come to the school desire to learn how well the children are taught in the several studies and exercises; and instead of wasting time which would be more profitably employed in study, in the necessary preparations for a public display, exercises in reading, spelling, and arithmetic, by the different classes, could be presented, accompanied with singing, calisthenics, and simple recitations. These would be sufficiently attractive to all who are interested in the schools, and the practice of requiring children to participate in appropriate exercises, and to use language beyond their comprehension, would be avoided.

MORALS AND MANNERS.

Morals and Manners are important subjects, which involve not only the conduct of pupils while in school, but which should be so taught as to influence their subsequent lives, making them useful to themselves and valuable members of society. Our schools are composed of all classes, the rich and poor; the cultivated, refined and neglected. Distinctions are unknown; all are subject to uniform rules, and the same treatment is extended to all. Vicious habits are not limited to any class, but may be found among the children of both rich and poor. All, therefore, need to be taught to be attentive to their studies, orderly, obedient, and truthful, as well as to be neat and tidy in their appearance. Some children are taught these habits at home, while others, deprived of many of the comforts and blessings which the favored enjoy, spend

many of their leisure hours with street associates, where moral principles and correct behavior are often entirely disregarded.

In the absence of order it is imposible to teach; and, if obedience be not rendered to the proper authority, improvement is impossible. It is not necessary to repeat the opinions on the enforcement of discipline expressed in my last report, which are unchanged. I will only add that order and discipline must be maintained, if the teaching is rendered effective; but, in enforcing the rules of discipline, examples of love and kindness should be shown, especially to those of tender years, who have been so short a time in school, and to whom its requirements seem stringent and severe. As I have often said, love, exercised towards these young pupils, begets love; and then order, obedience, and attention follow. These children do right, not because they are compelled by fear, but rather because they are impelled by the love of a kind and faithful teacher. If older pupils are not influenced by these kindnesses, other and more efficient means should be employed. Lessons on the importance of honesty, truthfulness, love, and respect to teachers and parents, are presented in the reading books, and are enforced by the teacher. Nor should it be forgotten that these principles are also taught in the chapter read every morning from God's Word, wherein we learn our duty to him as our Creator, Preserver, and Benefactor, and to our associates as brothers, members of one common family. Let all who are brought in contact with the schools illustrate in their lives these principles of virtue, which are to be constantly taught if we expect that the children will love and reverence them They are more apt to copy what we *do*, than to be governed by what we *say!* Let us, then, strive to lift, by precept and

example, the rising generation to a higher and nobler plane, where selfishness is not the governing principle of the soul. In a previous report, reference was made to the mottoes which were formerly found on the walls of the school room, in the sight of every pupil, such as "Dare to do Right," "Love Truth and Honesty," &c. If these, and others of a similar character, should again adorn the walls, they would not interfere with the busts of eminent men, nor displace the beautiful engravings which tend to cultivate our love of the productions of art, but would teach valuable lessons in virtue and morality, essential to the happiness and prosperity of the community.

Respectfully submitted,

WM. JONES,

Assistant Superintendent.

New York, *December* 31st, 1874.

REPORT OF ASSISTANT SUPERINTENDENT A. J. SCHEM.

HENRY KIDDLE, ESQ., *City Superintendent:*

SIR—In compliance with your request, I herewith submit to you my first report, embracing the period from June 1, the day of my appointment, to the close of the year.

The first three months after my appointment were spent, under your direction, in visiting the Grammar Schools in which German and French are taught, for the purpose of inspecting the German and French classes; of ascertaining how far the Course of Studies, as laid down in the Manual of the Board of Education, had been carried out, and what results had been attained, or might prospectively be expected; of observing the methods of instruction pursued by the teachers of the German and French classes; and, in general, of making myself fully familiar with the condition of those classes of our Grammar Schools, the examination and superintendence of which you had specially assigned to me. Reports of my visits to the Grammar Schools during these three months have been made to you from time to time.

During the months of November and December I examined the German classes of the 12th, 10th, 13th, 7th and 19th Wards,

simultaneously with the examination of the same classes in the English branches by my colleagues. The result of these examinations has been communicated to you.

My inspection and examination of the German classes soon established the fact that the Course of Instruction in the German Language, which Art. XXII of the By-laws of the Board of Education prescribes to be pursued in connection with the several grades of the Grammar School course, in the schools in which the study of said language may be introduced, has, as yet, not been carried out.

I found, in the first place, a number of schools where, contrary to Sec. 78 of the By-laws, German was taught in only one or a few of the higher grades, instead of all the grades, as demanded by the By-laws. In one of the tables appended to this report, I give a list of these schools. In this class of schools it is, of course, impossible to complete the German Course of Instruction.

In another class of schools the introduction of German is of so recent a date that thus far the work of only the lowest grades has been accomplished. In this class we must also include those schools where German, after having been taught for a number of years, had been discontinued, and where it has been but recently reintroduced.

The number of schools where the classes, now in the highest grade, have uninterruptedly received instruction in German from the time when they began the Grammar School Course, is as yet comparatively small. The German teachers, as a general rule, have faithfully and earnestly tried to make this branch of study a success, and I am satisfied that the great majority of them are

fully competent to make it so in the course of time. If, nevertheless, hardly any of our German classes have as yet attained the first grade of the German Course of Instruction, and if none of them have as yet accomplished in the classes of the seven lower grades what I feel confident can be accomplished in future, the reason must be found in the great difficulties which the German teachers have had, and still have to overcome. Some of these difficulties would be likely to attend the first introduction of any new branch of study, for it is only the long and practical experience of competent teachers from which we can expect the establishment of the best methods of instruction, and the solution of the question, what results may reasonably be expected in a given amount of time. Other difficulties were and are encountered by the teachers of German exclusively. Among these I would mention:

1. The distinction which in many schools is still made between the study of German and other branches of the regular course, to the disadvantage of the former. Children, in many cases, by what they see and hear at home and in school, are prejudiced against the study of German, and are led to believe that they are at liberty to neglect their German lessons without injury to their standing in the class. In a number of schools the children do not receive marks for their German lessons in the same way as for their other studies, and promotions are still made without any reference to the progress made in German. I must also here call attention to the fact that in several cases the teachers of German have complained that they have been left for months without books, though they repeatedly applied for them.

2. The injudicious selection of German text books has greatly

retarded the progress of many classes. While every book now on our list of supplies may, in the hands of an experienced teacher, be advantageously used, sufficient care has not been taken, in many cases, to select for every grade a book fully suited for that particular grade. When one book is finished another is sometimes taken up, going substantially over the same ground as that just finished. In some schools as many as four different books were in use in different grades, though, to a considerable extent, containing exercises suited for the same grades. I have in every case, when it seemed to be necessary, advised the teachers of German as to what books may be used in the classes of the several grades, but explicit directions on this subject appear to be desirable.

3. A number of teachers have not complied with the prescribed Course of Studies. Some, finding it impossible, from want of time, to finish the German Course of Instruction, thought they would act in accordance with the spirit of the law if they tried to attain the best results possible under the circumstances, without strictly adhering to the prescribed Course of Instruction. In other cases the meaning of the directions of the By-Laws was misunderstood. In either case the non-compliance with the prescribed Course has had an injurious effect. I have given the necessary explanations where misunderstandings were found to exist; and, in cases where the Course of Instruction was not adhered to from want of time, I have intimated that only a proportionate progress of the class would be expected, but that the studies of a higher grade should in no case be begun before those of the inferior grade have been completed.

4. One of the greatest embarrassments of all the German

teachers is the question, what is to be done with the new scholars who are admitted to a class of an advanced grade either without having begun the study of German at all, or not being up with the class? As principals and teachers have thus far been without explicit instructions on this point, different ways of solving the question have been tried. In some schools the new scholars have been almost entirely ignored; in others, they have been formed into a separate division of the class; in others, again, new scholars of all the grades have been formed into extra classes. The following principles, it seems to me, should everywhere be kept in view: (*a*) The class, as it began the Study of German in the eighth grade, should be kept intact; (*b*) the time allowed for German should, as much as possible, be devoted to this class; (*c*) new scholars should not be regarded as members of the German class until an examination proves them to be up with the class; (*d*) until then the teacher should give them as much aid as is possible; (*e*) whenever it can be done, the formation of an extra class containing the new scholars is specially to be recommended; (*f*) the new scholars may take part in those exercises of the regular class for which they are sufficiently prepared, but during the remainder of the time they should be employed in writing exercises adapted to their progress. In some of the schools, I am glad to say, the difficulty has been almost wholly overcome, and nearly all the new scholars, are, after a few months, enabled to join the regular class. As the number of schools in which German is taught in all the grades is becoming greater, this difficulty, of course, will, more and more, be lessened.

5. The greatest of all obstacles to a completion of our Course of Instruction is the insufficiency of the time allowed for it in a number of schools. So far as I can judge from my present ex-

perience, the most competent teacher will need at least four lessons a week to finish the work of the several grades, especially of the higher grades, and I therefore believe that in all cases where a class has only one, two, or three lessons a week, only a fair proportion of the work assigned to the several grades should be expected from the school, the teacher and the class.

While from these and other reasons, the time has not yet come when the results attainable by our present Course of Instruction can be ascertained by the practical experience of a number of our schools, it gives me great pleasure to state that now many classes of the 8th, 7th and 6th grades have fully accomplished the work assigned to them, and promise to complete successfully the entire Course in time.

The majority of all the large cities of the Union have now introduced the study of German into the Public Schools, and are trying, in concert with New York, to ascertain how this study may be made most profitable, and be brought into full harmony with the whole Course of Instruction. It is not only natural, but it is desirable, that plans widely differing should be tried in different localities; for the more varied the practical experience of able teachers will be, the sooner the question how German can be taught most successfully in Public Schools will be ripe for a solution. In some cities the study of German is begun, not, as with us, in the Grammar School, but in the lowest class of the Primary School; and it is optional, instead of being a part of the regular Course. I refrain for the present from comparing our Course with those of other cities, because I think the teachers who, after years of hard and faithful labor, have now made themselves fully familiar with our present plan, should have an

opportunity of fully testing what results can be obtained under it. When a number of our schools shall have attained the First German Grade, then shall we be able to compare our Course of Instruction with those of other cities, as regards its efficiency.

From the reasons above stated, I have deemed it best not to propose, at present, any sweeping changes in the Course of Instruction now in use, but to suggest only such modifications as appear to be demanded immediately. These modifications have been submitted by me to you, and by you to the Committee on the Course of Studies, which, as I see from the report of the Committee to the Board of Education, has approved them, and recommended them for adoption. They contain nothing that is antagonistic to, or that supplants any part of the old Course, but aim only to define the work of the several grades more precisely, and to enable *all* of our teachers to obtain fully the results which are attained at present in our *best* schools.

The question whether, when and how, more than one language should be taught in a Public School, is one of the great educational questions of the day. It is agitated not in our country alone, but in many countries of Europe; and, in view of the immense importance of the instruction given in the Public Schools to the rising generation, it certainly deserves to be thoroughly and calmly studied in all its aspects. The experience of other countries, and the ideas of prominent educators, should be consulted wherever this question demands a practical solution.

Wherever the study of more than one language is pursued in the Public Schools of a country, it has chiefly been prompted by three different considerations:

1. From a pedagogical point of view, the study of a second, and especially of a cognate language, is advocated as a means to promote, by way of comparison, a more thorough understanding of the native language. I need not dwell on this point, as you have fully treated of it in your last Annual Report to the Board of Education. I will only add that the reports of the Superintendents of other cities in which German is taught in the Public Schools contain many interesting facts, proving that the study of German has been remarkably conducive to a more thorough mastery of the English language on the part of the boys and girls of the Public Schools. The experience of our own schools is, I believe, in full accord with this. Wherever German has been taught by a competent teacher, and wherever that amount of time and encouragement has been given to it, without which no study can be expected to succeed, the time allowed for it has not only not retarded the progress of the school in other branches of study, but it has, in a conspicuous manner, promoted the general progress of the classes. The testimony of several of our Principals, in whose schools our Course of Instruction has been fully carried out, is most decided on this point.

2. From a business point of view, there is everywhere a natural desire to have instruction given in the Public Schools in the vernacular language spoken by a large portion of the people. Most of the districts of European countries, where two or more languages are in use, have all these languages taught in the schools belonging to or supported by the State; and, in our own country, we find that wherever an opportunity is afforded to children of the Public Schools to learn German, the number of applications from Anglo-American, no less than German-American parents is steadily and rapidly increasing.

3. A special interest in the study of a second language taught in Public Schools is, of course, taken by those families which are speaking this language at home. At all times, and in all countries, we find it to be the natural desire of families to give to the children a knowledge, not only of the dominant language of the country, but also of their own. Where Public Schools offer a gratuitous opportunity for the acquisition of such a language, they will, of course, attract numbers of children who otherwise are likely to be sent to Private Schools to obtain the desired information. It thus becomes a question for legislators, whether or not in the public interest it is desirable to provide for instruction in a study which a large portion of the community consider of prime importance for their children. It clearly appears, from the School Reports of all the American cities which have had some experience in this matter, that the introduction of German into the Public Schools has uniformly been followed by a large influx of German-speaking children from the private into the Public Schools, and the rapidly-increasing number of children of German parentage in the New York schools fully agrees with this.

FRENCH.

The French language is now taught in only a small number of our Grammar Schools, and, in accordance with the By-Laws, only in the two highest grades. In those classes which I have examined, the results that could reasonably be expected were fully attained. But the time allowed for French is so short, that in whatever respect the study of a second language in a Public School may be considered, it seems to me to be, under the present arrangements, impossible to make the study of lasting

advantage to any class of pupils. The Course of Instruction should either be more extended, or this study should be discontinued.

A. J. SCHEM,

Assistant Superintendent.

1.—*List of Grammar Schools in which German is taught in all the Classes.*

Ward.	No. of School.	Average Attendance of Department.		Mixed.	Ward.	No. of School.	Average Attendance of Department.		Mixed.
		Male.	Female.				Male.	Female.	
1st ..	29	162	153	...	16th..	45	...	591	...
4th..	1	223	278	...	" ..	56	...	449	...
8th..	8	195	179	...	17th..	13	412	441	...
10th..	7	225	215	...	" ..	19	362	390	...
" ..	20	412	343	...	" ..	25	376	377	...
" ..	42	453	435	...	19th..	18	394	353	...
11th..	15	478	448	...	" ..	27	279	238	...
" ..	22	326	364	...	" ..	53	439	420	...
" ..	36	352	323	...	" ..	59	522	576	...
12th..	37	353	...	...	20th..	33	...	600	...
13th..	4	319	260	...	" ..	48	...	438	...
" ..	34	321	338	...	23d ..	60	...	...	258
14th..	5	159	...	...	" ..	61	...	...	208
" ..	21	164	177	...	" ..	62	...	...	202
" ..	30	...	107	...	24th..	63	...	...	198
15th..	10	303	...	...	" ..	65	...	...	161
							7329	8513	1027

2.—*List of Schools in which German is taught, but not in all the Grades.*

WARD.	No. of School.	Total Attendance.		Pupils studying German.	
		Male Dep't.	Fem. Dep't.	Male Dep't.	Fem. Dep't.
Seventh	2	295	302	133	50
"	12	249	259	23	12
"	31	187	...	27	...
Fifteenth	10	...	257	...	115
"	35	904	...	791	...
Twentieth	26	445	...	143	...
"	32	497	...	93	...
Twenty-first	14	540	584	145	158
"	49	546	517	310	319
Twenty-second	17	...	814	...	121
" "	28	342	296	61	...
" "	51	557	...	241	...
" "	58	744	...	231	...
Total		5,306	3,029	2,198	775

3.—*List of Schools in which German is not taught.*

Ward.	No. of School.	Attendance.		Mixed Schools.	Ward.	No. of School.	Attendance.		Mixed Schools.
		Male Dep't.	Female Dep't.				Male Dep't.	Female Dep't.	
5th	44	390	308	-	12th.....	54	150	...	..
6th	23	201	135	..	"	57	513	...	..
"	24	204	225	..	15th.....	47	...	696	..
8th	38	303	355	..	16th	11	299	...	..
9th	3	557	555	..	"	55	564	...	..
"	16	469	...	..	18th.....	40	780	...	..
"	41	...	546	..	"	50	...	459	..
12th....	6	182	...	..	22d	9	185	166	..
"	37	...	...	..	24th.....	64	...	...	134
"	39	...	563	..	"	66	...	...	65
"	43	141	...	..	"	67	...	...	52
"	46	221	207	..					
"	52	92	...	..	Total..		5,251	4,215	251

4.—RECAPITULATION.

PUPILS STUDYING GERMAN.

I.—*In Schools in which German is taught in all the Grades:*

1. Male Departments	7,328	
2. Female Departments	8,513	
3. Mixed Schools	1,027	
		16,868

II.—*In Schools in which German is taught, not in all, but in a few Grades only:*

1. Male Departments	2,198	
2. Female Departments	775	
		2,973
		19,842

PUPILS NOT STUDYING GERMAN.

I.—*In Schools in which German is taught in some Grades only:*

1. Male Departments	3,108	
2. Female Departments	2,254	
		5,362

II.—*In Schools in which German is not taught at all:*

1. Male Departments	5,251	
2. Female Departments	4,215	
3. Mixed Schools	251	
		9,717
		15,079

A LIST OF LICENCES GRANTED BY THE CITY SUPERINTENDENT DURING THE YEAR ENDING DECEMBER 31, 1874.

FOR GRAMMAR AND PRIMARY SCHOOLS.

Archer, Mary J.
Abercrombie, Elizabeth A.
Audoun, Lily
Archer, Eloise
Ankers, Fannie
Ash, Julia
Albro, Helen M.
Atchison, Fannie
Altschul, Elise
Atwood, Anna M.
Bodly, Lucy F.
Barstow, Kate A.
Burns, Martha
Bailey, Ellen A.
Bromily, Fannie E.
Baker, Lizzie M.
Buckhout, James
Bixby, William L.
Bathurst, Emily S.
Boynton, Helen S.
Birdseye, Julia A.
Blomgren, Lillie C.
Beemer, Patrick H.
Breen, Bella
Brodhead, Emily E.
Bock, Clara
Bryan, Emily B.
Bunce, Clare
Brophy, Ella A.
Banta, Lizzie
Brouner, Caroline W.
Beckwith, Elizabeth R.
Bryant, Charlotte A.
Byrne, Maggie E.
Burlinson, Mary C.
Burke, Theresa E.
Brady, Elizabeth A.
Coughlan, Emily R.
Crowe, Elizabèth
Caulfield, Emma
Clark, Salter S.
Chapman, Myra H.
Cumming, William J.
Conklin, Almira
Castor, Augusta B.
Cone, Esther K.
Clarke, William B.
Cummins, Matilda
Cloherty, James
Coomes, Jeanette L.
Cunningham, Nellie J.

Crowe, Lizzie H.
Corbould, Mary A.
Crow, Hannah A.
Cowell, Anna L.
Crapser, Helen A.
Cudlipp, Hattie L.
Cavanagh, Ellen A.
Cox, Clara A.
Crosby, Frances C.
Coy, Nathan B.
Cohn, Minnie
Cook, Oliver D.
Cavanagh, Anna
Cope, Marie L.
Cowan, Adelaide M.
Coffey, Georgiana
Cash, Mary C.
Dixon, Maggie
Doran, Sarah E.
Durell, Sarah,
Dominick, Maggie K.
Dunham, Maggie J.
Durell, Annie
Dorsett, Ida
Dwyer, Margaret
Davis, Flora F.
Dickey, Sarah A.
Douglass, Elizabeth S.
Dunne, Agnes
Dennehy, Nellie
Douglass, Rebecca
Davis, Mary R.
Denning, Anna L.
Dalton, Annie M.
Davis, Annie M.
Dar, Susan M.
Daskam, Eliza
Dempsey, Mary

Daly, Emma M.
Donahue, Lucy A.
Dick, Eliza
Edney, Fannie E.
Everitt, M. Boyd
Ennever, Emily
Eckstein, Isabelle
Ecker, Sarah M.
Eickwort, Dora
Everitt, Ida A.
Eakins, Margaret C.
Eager, Frank Ann
Funston, Fannie
Fash, Jennie E.
Ford, Eleanor
Fredenburgh, Harriet P.
Feehan, Ida F.
Fitzgerald, Minnie R.
Furlong, Isadora E.
Frazer, Sarah E.
Fisher, Charles W.
Flandrau, Marie E.
Forbes, Isabella
Friend, Theresa
Files, Emma F.
Flannigan, Emma
Freeborn, Ella C.
Fahey, Sarah
Freedman, Agnes E.
Forster, Jennie J.
Foster, Maggie A.
Fitzgerald, Maggie J.
Ford, Sarah
Follett, Grace K.
Gressmann, Caroline
Greenwood, Hattie S.
Greenhalgh, Maria
Guy, Mary E.

Gilchrist, Mary A.
Ging, Annie C.
Goodyear, Lizzie
Gass, Catharine
Graham, Lucretia C.
Geraghty, Julia R.
Green, Jennie B.
Gibbs, Adelaide M.
Gore, Elma
Griebel, Julia M.
Griggs, Adelaide M.
Goodenough, Angeline V.
Gough, Agnes
Gutgsell, Eugene F. J.
Hyatt, Jonathan D.
Hammer, Josephine
Hilgrove, Eleanor
Hartley, Augusta
Hovey, Loretta
Hays, Kate
Haynes, Frank E.
Hagan, Marion
Hartnedy, Mary
Hatch. Josephine
Hoyt, Henry M.
Havens, Almira E.
Hansen, Elmira H.
Hatch, Sarah W.
Hill, Ellen
Hulsart, Sarah L.
Hoffman, Paul
Hall, Hattie E.
Hosford, Hattie J.
Hart, Andrew H.
Hays, Julia
Hughes, Jane E.
Henry, Rachel
Hirsch, Rebecca
Haley, Jeanette W.
Hoag, Ella F.
Hills, Mary E.
Hendrickson, Marion L.
Harvey, Alice
Huling, Ella J.
Hunter, Anna M.
Huelat, Julia
Hanna, Henrietta A.
Hunter, Elizabeth J.
Haydock, Adelaide
Hay, Margaret C.
Haslett, Jemima
Haslett, Isabella S.
Hill, Katie S.
Holly, Evelyn A.
Hopkins, Fannie S.
Howell, Mary H.
Hogg, Marietta
Hazleton, Emma M. F.
Hill, Esther J.
Highet, Ella
Harris, Rachel S.
Hobby, Kate L.
Hall, Isabella H.
Huston, Agnes
Herring, Annie G.
Humphreys, Maggie E.
Hartt, Lucy P.
Hurley, Hannah
Inslee, Louise
Jordan, Susan M.
Jackson, Caroline C.
Jacobs, Esther
Johnson, Hilma A.
Jones, Sarah A.
Kine, Eliza M.
Kennedy, Mary J.

Kay, Emma
Kellogg, Eliza
Knight, Emma
Knapp, A. Augusta
Kennedy, Mary E.
Keeler, Harriet L.
Killeen, Elizabeth F.
Kiernan, Maria T.
Kilgore, Arthur
Kerland, Anna M.
Keating, Annie C.
Keyes, Fanny S.
Lynch, Julia
Linehan, Ella M.
Lutz, Alice
Lamb, Katie
Lydecker, Charles E.
Lee, Fannie L.
Levie, Helen L.
Lewis, Helen
Luhr, William
Loewenthal, Emma
Lawler, Amelia M.
Lowenstein, Lydia N.
Lyons, Louisa F.
Lyons, Wallace F.
Lynch, Mary A.
McMahon, Maggie
MacPherson, Sarah J.
Maring, Gertrude L.
Menzies, Jennie
Mathews, Laura
Morris, Kate
Morris, Mary
McLaury, William P.
Magnan, Emeline B.
Mills, Sarah E.

McCluskey, Mary J.
Morrill, Anna
Mooney, Sarah C.
McSorley, Kate E.
Moore, Maria R.
Moore, Mary D.
McHugh, Anastatia
Morris, Jennie R.
McCort, Katie A.
McCloskey, Sarah
Mandelbaum, Julia E.
Morris, Margaretta
McNamara. Mary E.
Mandeville, Evelyn
Macdonough, Adeline M.
McAdam, Margaret C.
Miller, Carrie J.
Moffett, Elizabeth A.
Mulshine, Mary A.
Maxwell, Florence A.
McCready, Amelia A.
Mayer, Henrietta
Merritt, Anna
Megie, Fannie H.
McGuire, Kate A.
McCusker, Isabella
Maguan, Mary
May, Mary
Murray, Hannah F.
Myhan, Esther L.
McCollister, Josephine F.
Mills, Corinne
Marshall, Rosa V.
McNespic, Jane M.
Murdock, Clara
McCaffrey, Mary
Moritz, Moses

McCort, Esther L.
Madden, Anna L.
Nichols, Lavinia
Nesbit, Emma L.
Nicholson, Emily J.
Norris, Theresa W.
Newman, Mary
Ostrander, Ada C.
Olssen, Emma L.
Oterson, Margaret
O'Reilly, Rose
Purdy, Maria T.
Purdy, Caroline L.
Payson, Amelia
Phelps, George H.
Phair, Sarah
Plumer, Mary W.
Purdy, Mary
Poole, Lydia A.
Proud, Mary K.
Potter, Harriet A.
Pinner, Emma
Peters, Martha
Pringle, Mary L.
Peterson, Elsie M.
Pike, Jennie M.
Parker, Sarah E.
Paulk, Adelaide C.
Quinn, Theresa M.
Rodney, Anna E.
Rae, Annie E.
Reynolds, Julia A.
Rowell, Helena
Ramsey, Sarah A.
Reins, Sarah M.
Robb, Mary E.
Robinson, Eliza M.
Ray, Emily
Rothert, Louise H.
Richards, George J.
Reilly, Kate
Robinson, Sarah A.
Rorer, Mary E.
Radford, Fannie B
Rider, Florence A.
Radley, Marie L.
Roe, Charity F.
Richman, Isabella
Read, Emma
Rogers, Asa L.
Reynolds, Elizabeth C.
Roche, Margaret
Reynolds, Lucy M
Reed, Haidee
Raymond, Annie M.
Rice, Edward W.
Silber, William B.
Sears, Lacella
Sutton, Emma L.
Spratley, Sarah
Smith, Agnes
Smith, Fannie A.
Schoonmaker, Augusta E.
Stone, Sarah E.
Studwell, Louise
Stearns, Charlotte H.
Sharpe, Annie E.
Sprague, Isaac B.
Shea, Margaret
Savage, Jennie C.
Scott, Georgina
Smith, Mary H.
Sayles, Anna M.
Stanton, Mary
Saunders, Sarah L.
Smith, Elizabeth S.

Stanton, Sarah J.
Sibbald, Hannah S.
Sears, Marion J.
Sawyer, Alice M.
Sinclair, Aimee J.
Smith, Emma E.
Shepard, Mara B.
Stone, Annie
Swindell, Anna
Stewart, Seth T.
Simons, Amanda M.
Simes, Charlotte A.
Stone, Alice
Smith, Annie S.
Shannon, Annie E.
Turney, Frances C.
Timms, Ella F.
Teasdale, Annie
Tarbox, Sarah E.
Tarbox, Mary C.
Thompson, Harriet A.
Thompson Lizzie H.
Thomson, Caroline Q.
Talkington, Grace V.
Townsend, Phebe A.
Thompson, Kate S.
Thorpe, Susan
Thompson, Nellie M.
Thompson, Kate
Tunis, Lucia B.
Talbert, Elizabeth
Terry, Abigail J.
Upson, Louisa
Upson, Imogene
Veitch, Mary A.
Vanderbilt, Eleanor
Van Tine, Fannie L.
Van Tine, Ellen M.
Van Tine, Alice A.
Van Liew, Marie L.
Van Voorhis, Alice E.
Van Vorst, Anna A.
Van Cott, Jeannette
Van Dyck, Mary E.
Varney, William E. J.
Whealen, Hannah
Whealen, Kate
Wimpress, Mary F.
Webb, Saidee M.
Woodall, Martha
Wood, M. Louise
Webb, Sarah B.
Westcott, Sarah E.
Westcott, Adelia J.
Waterman, Clara
Westburn, Frances E.
Woods, Mary E.
Wilsey, Amelia J.
Whitten, Minnie F.
Woodward, Elizabeth C.
Webb, Lizzie A.
Waterous, John
Wetmore, Mary
Watkins, Mary H.
Weber, Hattie P.
Walmsley, Emma A.
Wyman, Helen E.
Wiley, Sarah E.
Woglom, Rebecca D.
Westbrook, Lizzie
Wells, Libbie M.
Wild, Mary A.
Wyckoff, Theodosia
Walsh, Nellie J.
Williamson, Adaline

Wheaton, Sarah
Walsh, Mary A.
Woodward, Rebecca C.
Whitten, Elizabeth E.
Young, Nevella G.

FOR EVENING SCHOOLS.

Alphers, William
Anderson, Adaline
Addi, Joanna
Ayers, Samuel
Albro, George H.
Althaus, Edward
Abbott, Charles L
Alexy, Gustave
Bates, James T.
Berlitzheimer, Isaac
Batchelor, George
Baurens, Eileen
Blackstock, Jennie
Byrne, Maggie
Blanchard, James A.
Brennan, Mary A.
Barringer, Theodore B.
Belzer, C. Josephine
Burns, Elizabeth A.
Bacon, Edwin F.
Buckley, Lawrence C.
Beemer, P. H.
Burke, Mary A.
Banks, Sheppard
Buckhout, James
Busche, Thomas
Baumgarten, August
Bourguin, Louis
Bettman, William
Bagen, Eugene D.
Buttenwieser, L.
Barnett, Samuel M.
Burke, James
Burns, Maggie
Baird, Maggie
Baulch, Helen J.
Conklin, Thomas W.
Combs, George H.
Caldwell, Lewis H.
Curran, Mary A.
Camp, Theodore D.
Carpenter, Jane
Church, William S.
Combs, Mary B.
Carroll, Clotilda
Crosby, Samuel
Cooney, Susan
Caldwell, Francis G.
Carty, Charlotte E.
Corre, Maggie E.
Clesham, Delia
Coleman, Frank
Cowhey, Margeret
Cruise, Kate
Cozans, Josephine
Cady, Charles E.
Collins, Jane E.
Conway, Walter B.
Coughlan, Rosalie F.
Cory, Lucien B.
Conklin, Juliette
Carroll, Emma L. E.

Connell, Mary A.
Caulfield, Emma
Castor, Augusta B.
Comings, Frances
Daffy, P. G.
Dougherty, Mary E.
Duffy, Peter E.
Davis, Mary G.
Donahue, Anna M.
Dunn, Lizzie
Delaney, Julia T.
Dowling, Joanna
Dornan, Sarah
Donaldson, James H.
Dolan, Mary C.
Dougherty, Maggie F.
Dugan, Jennie
Dolan, Sarah F.
Dietz, Charles
Drummond, Michael J.
Daly, Maria T.
Doyle, Elizbeth
DeWitt, Mary L.
DeGraw, Mary F.
Eisenlord, Jerome A.
Eustis, William H.
Ecker, Charlotte
Edler, Adolphus
Elgas, Matthew J.
Finch, James
Foley, Kate E.
Farrell, Kate T.
Ferguson, Grace
Farrell, D. Edward
Farrell, Henry M.
Folger, Lydia
Finn, Mary C.
Fitch, Mary A.
Flinn, Mary E.
Furlong, Joanna
Furey, Joseph G.
Ford, Nellie
Fitzsimons, John M.
Forbes, Arthur
Farrell, Charlotte
Flynn, Annie C.
France, Aaron R.
Flynn, Selina A.
Furness, Matilda
Friedberg, William
Graham, John J.
Gaddis, David E.
Goodrich, Henry H. R.
Greenwood, Alcy B.
Gormley, Alice E.
Grunenthal, Philip H.
Gorenflo, Thusnelda
Gaddis, William L.
Goodwin, Ella F.
Gudenrath, Gustavus
Gray, Matilda
Goodman, Thomas J.
Gulick, John C.
Gleason, Patrick
Goodfriend, Simon
Grayhead, Isador
Garvin, Maggie
Harmon, John
Healy, Lizzie A.
Haggerty, Francis J.
Higgins, John F.
Hays, Kate
Howe, Oscar P.
Hunter, James

Hunter, Martha
Hasson, Mary F.
Hamilton, Euphemia
Holly, Abner B.
Hanley, Mary G.
Howard, Charlotte F.
Hopp, Ernest O.
Harnott, Eliza E.
Hendrickson, Emma
Hill, Joanna J.
Hassett, Mary F.
Hauschel, Charles
Hays, William
Hays, John B.
Heinmuller, William
Harley, Kate
Hartman, Rosina G.
Hoffman, Paul
Hogan, Kate E.
Hyatt, Jonathan D.
Hall, James
Healy, Mary
Hessel, George C.
Hook, Emmeline
Hart, Andrew H.
Haughey, Eliza G.
Jones, L. Eugene
Jennings, Ophelia
Jones, Mary E.
Jones, Henry A.
Jansen, John
Johnson, Barbara E.
King, George E.
Knickerbocker, Edgar
Kirk, Alfred M.
Kammerer, Anna
Koenan, Agnes
Katkameir, Henrietta
Keller, Lizzie
Kale, Mary E.
Kernahan, Maggie
Knoke, William G.
Knight, Martha J.
Kennard, William J.
Kelly, Mary
Kimball, Charles W.
Kreizer, Charles
Killeen, Elizabeth F.
Kuphal, Otto
Keogh, Emily
Kolb, Lewis M.
Leopold, Bertha
Luhr, William
Lyon, Mary L.
Litson, Amelia
Lamb, Marie C.
Lyons, Wallace
Lanpher, Alfred K.
Leipziger, Henry
Long, Marshall
Lennon, Mary J.
Lynch, Mary A.
Lennon, George D.
Lawrence, William M.
McGinn, John
Moore, James
McAleer, Sarah C.
Morehouse, Samuel
Murphy, Mary E.
McAndrews, Mary E.
McClusky, Mary K.
McMahon, Lizzie F.
McSorley, Mary A.
Moore, Maria R.
McCarthy, Lizzie

McCoy, Mary J.
Mayer, John M.
Moore, Charlotte E.
Milligan, Lizzie
Moynihan, Abraham W.
Murphy, Maggie
MacKean, James
Mitchell, Mary
McIver, Stinson
Murphy, Catherine M.
McGrade, Mary L.
McDonald, Margaret
Murphy, Anna
Maybee, Nicholas J.
Marston, Stanhope W.
Mead, E. Ann
McCanary, Margaret
Mahoney, Martha
Moran, Jennie A.
Mitchell, George M.
McCormick, Sarah M.
Murphy, James
Miller, John P.
Murray, Margaret
Myersfeld, William
Miller, Emeline
McCormac, Elizabeth
Miller, Kate
Myers, Kate H.
Moore, John B.
Mansell, Elizabeth V. H.
McDonald, Mary E.
McCarthy, William C.
Miller, J. N.
Mason, Thomson
Morse, William H.
McDowell, Olivia
Nammock, John D
Nealis, Kate
Norcott, Lizzie F.
Nammock, Charles E.
Nolan, Annie
Newell, Kittie E.
Nebrbas, Charles H.
O'Brien, James H.
Ogilvie, John S.
O'Connell, Michael J.
O'Brien, Mary A.
O'Brien, Mary C.
O'Hara, Kate
O'Brien, Catharine
O'Brien, Rosanna
Oldenberg, Sarah
Owen, William A.
O'Donnell, Michael J.
O'Sullivan, Maggie
O'Gready, Kate F.
O'Donnell, Thomas
O'Hare, FrancesA.
Poole, Jennie L.
Paul, Emma
Paegelow, Adolphine
Pettigrew, James R.
Peterson, Robert J.
Price, Mary J.
Pratt, Edward
Palmer, Riley B.
Pitman, Emily
Plumb, Sanford G.
Perham, Theodore
Parsells, Mary L.
Preece, Emma
Pettigrew, Robert H.
Poulson, Elmer
Phillips, Hannah R.
Phelps, George H.

Rohrschneider, Elizabeth
Reardon, Jane R.
Riedel, Emil
Raywood, Sara E.
Randall, Silas W.
Rogers, James
Rasch, Paul
Rhoads, Sarah
Rosenblatt, William J.
Rother, Frederick
Raven, Herman H.
Ryan, Sarah A.
Rourke, Joanna M.
Rein, Augustus P.
Ringeling, Barbara
Root, Mary A.
Root, Julia K.
Richardson, Sarah A.
Rogers, James
Robinson, Hannibal
Ryan, John D.
Roden, Bessie
Stratton, Alexander
Stamper, Phebe F.
Scanlan, Maggie
Smith, Julia M.
Stewart, George W.
Stern, Herman
Stephens, Kate M.
Southworth, Joseph
Swartz, Mary
Seebach, Henrietta
Snyder, Wilhelmina
Stroh, Charles R.
Sweezy, Richard L.
Smith, Mary A.
Snyder, Anna E.
Schaffer, Charles H.
Sill, Emma M.
Smith, Matthew E.
Samuels, Samuel L.
Steer, Emma C.
Sclater, Richard A.
Strauss, Charles
Storey, Adelaide
Silber, William B.
Smith, James G.
Stearns, Charlotte H.
Slattery, Thomas
Stoddart, William
Scholl, Henry F.
Slevin, Annie E.
Sturdevant, John J.
Sims, John R.
Steckler, Dora
Syle, Henry W.
Smith, Mary E.
Tonnison, Sarah F.
Tooker, Lucretia A.
Tripp, Mary E.
Taylor, Emma V.
Tunney, Kate
Thompson, Henry
Thomson, Elizabeth H.
Tunney, Frances C.
Ure, Jennie
Underhill, Mary A.
Upson, Imogene
Vogt, John.
Van Akin, Georgiana
Van Cott, Theodore S.
Valentini, Philip
Van Everen, John
Vreeland, Julia
Von Ramdohr, C. A.

Vanderbilt, Edgar
Wright, Abbe A.
Wicks, George T.
Wagener, Louis
Whikehart, Mary E.
Wild, Sarah
Walsh, Susie V.
Wright, J. Frank
Wilson, Thomas H.
Webb, Frances S.
Warner, Louisa T.
Wanzer, Sarah
Warner, Jacob S.
Walther, J. Augustus
Westphal, Emma
Willoughby, Mary J.
Wiley, Fannie F.
Walker, Fuller,
Weeks, Kate
Walsh, Kate C.
Wasserheid, August
Woodworth, Jacob S.
Westburn, Frances E
Warnke, B. H.
Watson, Jennie
Wood, Henrietta L.
Wagner, Elizabeth
Yandus, William

FOR SPECIAL SUBJECTS.

German.

Buttenwieser, L.
Bender, Augusta
Bock, Clara
Dietz, Charles
Eickwort, Dora
Friedberg, William
Goos, Hulda F.
Hopp, Ernest O.
Heylbut, Hermine
Hecht, Sigmund
Herman, Rosalie F.
Heylbut, Rosalie
Phelps, Emma
Risch, Franziska
Raven, Herman H.
Rasch, Paul E.
Rosenberg, Hans G.
Rohrschneider, Elizabeth
Reed, Haidee
Rosenberg, Hannah
Sommers, Marie E.
Vogt, John
Von Ekensteen, Hedwig
Volkmann, Augusta H.

Music.

Biederman, Edward J.
Baruch, Bertha
Denniston, Harriet A.
Pearson, Juliette
Schmidt, Kate D.
Stone, Annie
Wood, S. Lillian
Whiting, Lamartine

Drawing.

Coman, Sarah A.
Sanford, Emma C.
Valois, Edward

REPORT

OF THE

President of the Normal College.

REPORT.

NEW YORK, DECEMBER 31, 1874.

The Honorable the Board of Education:

GENTLEMEN: In compliance with the By-Laws of the Board of Education, I beg leave to present my annual report of the Normal College for the year ending December 31, 1874.

STATISTICS.

Whole number of students on Register, Dec. 31, 1874....	1,146
Average Attendance for the year ending " "	927
" " " " " " " '73....	816
Increase in the attendance during the year.....	111
Number of students who graduated July 2, '74.....	187
" " " " " " " '73.....	83
Increase in number of graduates during the year.....	104
Whole number of students on Register, Jan. 1, '74.....	1,001
Number of students since admitted.....	700*
" " " discharged (including graduates)....	552
" " colored students admitted July 1, '73.....	9
" " " " " " " '74.....	8

* Students who had left on account of sickness were restored to their classes, and a few new pupils were admitted, by authority of the Committee, at irregular intervals.

Whole number of sessions held during the year	396
Number of students in Post-graduate class	12
" " " " Fifth Grade	189
" " " " Fourth Grade	74
" " " " Third Grade	235
" " " " Second Grade	118
" " " " First (or lowest) Grade	518

SATURDAY NORMAL SCHOOL FOR TEACHERS.

Whole number on Register, Dec. 31, 1874	512
Average attendance during the year	333
Number of sessions	36

MODEL SCHOOL.

Number of pupils admitted Sept. 7, 1874	395
" since admitted	253
Whole number on Register, Dec. 31, 1874	648
Average attendance to Dec. 31, 1874	517

An examination of the above figures will show that the Normal College is educating 2,306 persons, and that the average attendance of its three departments is 1,777. Notwithstanding the importance of the work performed, it will be found that the cost per capita is much less than that of many of the smaller grammar schools.

One hundred and eleven (111) of the candidates admitted in June failed to enter the Course at the College. Very probably it was not their intention to pursue the course of study. They simply passed the necessary examination for the mere honor of passing it, doubtless thinking that admission to the College was a proper termination of their public school career.

The examination of six or seven hundred papers by the instructors of the college is no easy task; and this, too, for no other purpose than to gratify over one hundred candidates who do not intend to enter the institution! Measures should be taken to correct so serious a difficulty. Perhaps it would be well to have some statement from the parent, prior to examination, that it is *bona fide* the intention of the candidate for admission to become a student of the College.

GRADUATES OF 1874.

The number of students to whom diplomas were awarded last July was one hundred and eighty-three (183). A few of the graduating class were sick at some part of the examination, or were allowed reconsideration, on condition, in accordance with established usage. These were examined in Sept. last, and four (4) received diplomas—making the whole number of graduates for the year one hundred and eighty-seven (187). The graduating classes were examined in thirteen (13) different studies, and the students who obtained seventy-five (75) per centum on the average were entitled to diplomas. *To ask a higher average in so many subjects of study would be an act of cruelty.* Of course a fair acquaintance with the rudimentary branches should be expected, especially with the fundamental principles; but a minute and particular knowledge of subjects long ago abandoned ought not to be required. To retain an exact knowledge of all the grades of the Primary and Grammar Schools, together with all the grades of the College, would be as useless as absurd. In fact, a healthy, vigorous mind casts off a great amount of the unnecessary matter obtained from the text-book—rejects the chaff and retains the wheat. Educators can not protest too

strongly against the pernicious principle of compelling a student to remember *all* he has been taught. The main object of study is to strengthen the faculties, not to load the memory with unmeaning and useless technicalities. Certain studies have been used for certain purposes; to create habits of observation, concentration and judgment; and, when these habits have been acquired, it is a matter of secondary importance whether the student remembers one-half of what he has learned from books or from teachers. The rule of measuring minds by the amount of knowledge "crammed" into them has been exploded as preposterous. The simple questions should be: What sort of intellect does the student bring to bear upon his work? Is he narrow and one-sided, or broad and many-sided? Is he a "machine" worker, or is he versatile and full of resources? Learned imbeciles can be picked up by the score every day—pedantic, vain and good for nothing but theories and visions.

Far superior to the marks given at examination as a test of ability are the class-marks given during the term—given from day to day, week to week, and month to month. This is the opinion of Noah Porter, the very able President of Yale College. It is also the opinion of the most eminent educators in Europe. Indeed the statement is so manifest that it is a work of supererogation to undertake to prove it. One fact, however, should be borne in mind, particularly by those who legislate in educational matters, and that is, that there are such differences in health, in nervous excitability, and in the consequences of success or failure, that a public competitive examination is, at best, but a doubtful test—a sort of lottery in which coolness, self-possession, and nerve not unfrequently carry off the prizes. The "best scholars," the highest graduates are not always the best teachers. Nay, it

often happens that a student apparently deficient (that is, estimating by text-book knowledge) proves the most efficient in the real work of the recitation room. The plan pursued in the College, of adding the class-marks to the marks at examination, and dividing the sum by two (2), is eminently fair and just. By this means proper allowances are made for sickness, nervousness, and excitability.

The courses of study for the Normal College, (even with the reduction of last spring), is higher than that of any other Normal institution for women in the country. With a patience and fidelity worthy of all praise, this severe curriculum was completed by nearly two hundred (200) young ladies, who deserve the thanks of their teachers and schoolmates. The culture and resources which these teachers carry into the public schools must, in spite of everything, bear excellent fruit in the future. What they most require is a little experience; and, in common justice, this ought to be accorded to them before they are "weighed in the balance." A young graduate from Annapolis, with all his science, when first placed on duty, is a mere child beside an experienced officer who has risen from before the mast. But give the scientific youth four or five years of experience, and then make comparisons. So it is with the Normal College graduates. They are compared with experienced teachers. But grant the necessary time, and it will be found that the superior education will, in the end, produce a class of teachers equal to any in the country. Already many of the ablest principals of the public schools bear cheerful testimony to the superiority of the Normal College graduates over the class of teachers which they formerly received.

But the quality and quantity of the work accomplished by the College are not to be estimated alone by the number and attainments of its graduates. *Forty eight of its undergraduates have received licenses, and are now teaching in the public schools of the city. Many of these left the Institution in the lower grades; and the fact that they could pass the necessary examination to obtain teachers' certificates bears high testimony to the efficiency of the instruction given in the College.*

SHOWING THE NUMBER OF PUPILS ADMITTED FROM EACH SCHOOL DISTRICT IN 1873 AND 1874.

SCHOOL DISTRICT.	Admitted 1873.	Admitted 1874.	Increase.	Decrease.
First	33	33	..	..
Second	30	72	42	..
Third	72	88	16	..
Fourth	23	29	6	..
Fifth	100	111	11	..
Sixth	106	86	..	20
Seventh	122	163	41	..
Eighth	..	31	31	..
Colored	9	8	..	1
Totals	495	621	147	21

SHOWING THE NUMBER OF PUPILS ADMITTED FROM EACH WARD AT THE EXAMINATIONS IN JUNE, 1873 AND 1874.

WARD.	Admitted 1873.	Admitted 1874.	Increase.	Decrease.
First	3	..	..	3
Second	..	..	..	..
Third	..	..	..	..
Fourth	7	7	..	..
Fifth	14	7	..	7
Sixth	3	8	5	..
Seventh	11	11	..	..
Eighth	6	11	5	..
Ninth	36	45	9	..
Tenth	6	32	26	..
Eleventh	3	2	..	1
Twelfth	54	48	..	6
Thirteenth	3	14	11	..
Fourteenth	10	15	5	..
Fifteenth	83	72	..	11
Sixteenth	36	43	7	..
Seventeenth	20	27	7	..
Eighteenth	17	39	22	..
Nineteenth	43	76	33	..
Twentieth	44	50	6	..
Twenty-first	62	36	..	26
Twenty-second	25	39	14	..
Twenty-third	..	13	13	..
Twenty-fourth	..	18	18	..
Colored	9	8	..	1
Totals	495	621	181	55

SHOWING THE NUMBER OF PUPILS ADMITTED FROM EACH OF THE FEMALE GRAMMAR SCHOOLS AT THE EXAMINATION IN JUNE, 1874.

No. of School.	Ward.	No. Admitted.	No. of School.	Ward.	No. Admitted.	No. of School.	Ward.	No. Admitted.
1	4th.....	7	24	6th	3	49	21st.....	19
2	7th... ...	5	25	17th.....	1	50	18th.....	39
3	9th.....	21	27	19th.....	15	51	22d.....	0
4	13th.....	6	28	22d..... ..	4	52	12th.....	0
5	14th.....	0	29	1st.....	0	53	19th.....	23
7	10th.....	6	30	14th.....	6	54	12th.....	1
8	8th.....	5	33	20th.....	25	56	16th.....	24
9	22d..... ..	6	34	13th.....	8	59	19th.....	14
10	15th.....	20	36	11th.....	1	60	23d.....	5
12	7th.....	6	37	12th.....	18	61	23d.....	5
13	17th.....	8	38	8th.....	6	62	23d.....	3
14	21st.....	17	39	12th... ..	16	63	24th.....	8
15	11th.....	0	41	9th.....	24	64	24th.....	2
17	22d..... ..	29	42	10th... ..	12	65	24th.....	5
18	19th.....	24	43	12th	4	66	24th.....	3
19	17th.....	18	44	5th.....	7	1*	Colored...	0
20	10th.	14	45	16th.....	19	2*	" ...	0
21	14th... ..	9	46	12th.....	9	3*	" ...	3
22	11th.....	1	47	15th.....	52	4*	" ...	5
23	6th.....	5	48	20th.....	25	Total.....		621

It may be observed from the foregoing statistics that the Ward and School District in which the Normal College is located have sent the greatest number of pupils, and that Grammar School No. 47, in the Fifteenth Ward, is first on the list of schools having had fifty-two (52) candidates admitted. The First School District simply held its own; while all the other districts, except the Sixth, made considerable gains upon the admissions of last year. The greatest gain was in the Second District, comprising the Seventh, Tenth, Thirteenth and Fourteenth Wards. The Seventh District, which includes the Twelfth, Nineteenth, and Twenty-second Wards, had one hundred and sixty-three (163), being a gain of forty-one (41) upon the admissions of 1873, and fifty-two (52) more than were admitted from any other district in the city. It may also be observed that the admissions of 1874, notwithstanding the change in the By-Law raising the age of the candidates, exceeded those of 1873 by the large number of one hundred and twenty-six (126). With the exception of the Eleventh Ward, the admissions generally represent every section of the city. While the schools in the wealthier districts have furnished the greatest number of pupils, the schools in the poorer districts, according to their opportunities, have done exceedingly well, and deserve especial credit.

The candidates were admitted on an average of seventy (70) per centum in the studies of reading, spelling, writing, grammar, history, arithmetic, one book of geometry, and algebra through simple equations. A careful examination of the papers revealed the fact that the candidates were more deficient in the necessary and fundamental branches of arithmetic and grammar than in any of the other subjects. This condition of things is to be es-

pecially deplored, because the evil effects of it are sorely felt at the time of graduation. Surely pupils who have completed the fourteenth year of their age should be able to solve, with facility, easy questions in arithmetic, and to parse and analyze the simple sentences of their mother tongue. Perhaps, since the Board has simplified the standard for admission by eliminating geometry from the requirements, and by substituting United States History for General History, a better state of things will be found in this respect at the next annual examination.

STUDIES: LANGUAGE.

The change in the curriculum, which went into operation last fall, by which the students were limited to the study of but one modern language, has already produced beneficial results. Instead of French *and* German, as heretofore, French *or* German is now permitted. This was the plan when the College was established five years ago; and it is a little singular that at that time seven-eights of the students preferred French; while at the recent choice, in September last, nine-tenths selected German. It might be interesting to ascertain the causes that led to such a striking revolution. The present programme of study permits four lessons per week in German or French, four in Latin, and two in English. These consume just half the College time. The other ten hours are divided among all the other branches of study. It may appear at first sight that sufficient time is not given to English; but it must be borne in mind that there are constant reviews of reading, spelling, grammar and history, which may very properly be classified as belonging to the English Department. And, besides this, the study of Latin and one modern

language is a very material assistance to the study of the mother tongue.

The younger students have been thoroughly grounded in the Latin Grammar, with simple translation; the juniors have read copious extracts from the classic authors; and the seniors are now as far as the second book of the Æneid of Virgil. There has been a very decided improvement in the study of the Latin since every student has been compelled to recite four times per week. The study of German and French has been placed precisely upon the same footing as the other branches; and, with rigid responsibility for systematic progress, it is to be hoped that the very best results will follow. Already signs of improvement are apparent.

MATHEMATICS, PHYSICS AND CHEMISTRY.

These three departments are under the charge of one professor, and were it not for the fact that the tutors are so able and reliable, it would be necessary to divide the chair, and to place the department of mathematics under a separate head. The mathematical department has been considerably lightened and reduced to the simple and necessary principles. The students have been thoroughly instructed in Algebra, through Radicals and Quadratic Equations of two unknown quantities, through Plane Geometry (with test examples), through the outlines of the geometry of solids, and through Trigonometry with its application to Astronomy. Crooked, puzzling examples have been avoided as a waste of time, and the energies of the teachers

directed to black-board explanations of the underlying principles.

The department of Physics and Chemistry has been supplied during the past eighteen months with about $4,000 worth of material, which, with what was on hand at the time of entering the new building, allows for said department about $7,000 worth of superior apparatus. This department of instruction is, in all respects, in a most efficient condition, creditable alike to your Board and to the city at large.

NATURAL SCIENCE.

It is pleasant to be able to report that Professor E. H. Day is doing very good work. He is a careful, pains-taking and methodical teacher. By the very nature of the subjects in which he instructs, he is compelled to be brief and cursory. In Mineralogy and Geology he is limited to the barest outline; and, to some extent, the same is true of Botany and Zoology; for the main object is to make the teachers intelligent, not to make them scientific scholars in these branches, which would be simply impossible. In the matter of Physiology, however, there is a marked difference. This subject he is obliged to teach accurately and nicely, for of all the branches taught in the College this is the most important to women, and especially to those women who intend to make teaching a profession. The power to conserve their own health and that of the children committed to their care is the greatest of all powers. Even vice itself is so much a matter of ill-health, hereditary or acquired, that any knowledge which tends to reduce it becomes an important moral agent.

HISTORY.

The plan pursued in the study of history has been as follows: The ancient empires prior to the empire of Alexander have been taught in outline and by means of lectures on the map. Greece has been taught to the First Grade, Rome to the Second, and England to the Third. In teaching England the instructor is forced to introduce a great deal of the histories of France, Scotland and Ireland. The History of the United States is carefully reviewed in the Sixth, or highest grade. On first entering the College the students have been found to dislike the study of history; and, upon investigation, it was discovered that the difficulty arose from the absurd attempt to commit the words of the text-book to memory, than which it is impossible to conceive of any habit more at war with intellectual progress. Just as soon as the teachers were able to destroy this habit, and to make the pupils remember ideas and clothe them in their own language, history became to them one of the most fascinating of studies. In the upper grades there is no trouble in this respect. The students appear to take great pleasure not only in learning the facts, but in freely discussing them. It may be mentioned, to the credit of the teachers of history, who have performed their delicate task so well, that not a single complaint has ever reached the President in regard to any political or religious bias.*

* Perhaps, as a matter of justice to the class and its teacher, it may not be out of place to state that the Right Hon. Wm. E. Forster declared that the very best class in English History which he saw in the United States he found in the Normal College.

RHETORIC AND LITERATURE.

Rhetoric has been taught, as it should be, in connection with analysis, parsing and composition. The work accomplished has been satisfactory. Literature has been taught during the past term more in the good old catechetical way, and less in the form of lectures. Lectures may be very well for the advanced students of a University, but hardly suitable for young pupils of the Normal College. Indeed, it is very doubtful if it is ever wise to dispense with the Socratic plan of asking questions and receiving answers. Experience has proved that students, under a continuous lecture system, become passive recipients of knowledge, and lose their mental activity and all idea of independent effort. On the whole, there has been improvement in the study of English Literature.

DRAWING AND MUSIC.

Since the occupation of the new building, the improvement in Drawing has been most marked and decided. The facilities for teaching it are excellent. There is ample room; the blackboard accommodations are abundant; there is a steady northwest light; and all the appliances have been liberally furnished by the Committee. The plan of instruction is simple and logical. It is as follows: first, straight lines; second, curves; third, perspective; and fourth, drawing from natural objects. There is no drawing from the flat surface with light and shade in such places as would necessitate half a dozen of suns. Every student in the Institution is compelled to take lessons in drawing. None are excused but those bringing physician's certificates stating that

the bearers are suffering from some disease of the eyes. Parents frequently object to their daughters studying drawing on the ground that they have no taste and can never excel in it. But, if such excuses were received, it would not be long before there would be applications to be excused from mathematics or Latin, and precisely on the same grounds of lack of taste. An eclectic course of study in an institution like the Normal College is simply impracticable. In order that the very best results may be achieved, it is indispensable that the programme of study be uniform. Facility in illustration at the blackboard is the very right arm of the teacher; and, recognizing this fact, the students have been compelled to draw at the board under the rigid criticism of the instructor. Every good teacher comprehends and appreciates the value of a correct diagram. Even the rudest picture is pleasing to children. The young can be taught so readily through the eye that it may be safely stated that no person can be a teacher of the highest order unless he is quick and expert in the use of the chalk. Besides its practical usefulness, drawing is one of the best means of mental cultivation. It is a continual exercise of the judgment; it trains the eye and the hand, and creates a taste for the beautiful. The young ladies at the College are now making original designs, and producing drawings from nature which have elicited the commendation of every visitor. In a very short time the Institution will be able to supply the schools with teachers of Drawing.

The Music at the last commencement was pronounced by critics as far superior to that of former years. As in Drawing, so in Music; every pupil is obliged, unless excused for cause, to study the subject as a science. No faith is to be placed in optional

studies. Experience has shown that whenever a study may or may not be pursued, at the pleasure of the pupil, that study very soon declines and amounts to nothing. If Drawing and Music are worth teaching at all, they are worth teaching well; and to teach them well, the recitations must be regular, uniform and obligatory.

CALISTHENICS.

The wisest thing done for the College by your Board was the appointment, one year ago, of a teacher of Calisthenics. It would be almost impossible to explain the beneficial effects of daily physical exercise, without being open to the charge of exaggeration. The very exercises themselves compel an abandonment of tight clothing, so ruinous to health. Prior to the introduction of calisthenics, it was no uncommon sight to see three or four young ladies carried out of the chapel in a fainting condition. During the last year there has been but one case of fainting, and even that was epileptic in its nature. Stooped shoulders, contracted chests, and pale, sickly faces have almost disappeared under the influence of daily physical exercise. Even as a conservator of discipline the Calisthenium has been found a powerful agent. It has caused an improvement in the attendance, and imparted an ability for work that did not exist before. The exercises accomplish the principal end of dancing by giving the students ease and grace of movement. Every student, unless excused for cause, is compelled to exercise for fifteen minutes each day. The teacher in this department has performed her duty with skill and energy.

The graduates of last June suffered professionally for the want of practice in the Model School. While the school was in St. Mark's place, and the College in 69th street, the necessary practical training was simply out of the question. That difficulty is now removed. The Model School has been in successful operation since September last, and the graduating classes have been "looking on" since the first of December. The plan to be pursued is as follows: the teacher of methods will instruct the pupil-teachers in the theory of teaching; these pupil-teachers will devote one month to looking on at the work of the critic-teachers; the next month they will be set to teach small divisions and sub-divisions of the classes; the third month they will be placed in charge of entire classes in the presence of the critics; after this they will be tried as independent class teachers. Thus the burden will be placed upon their shoulders by degrees, as they are found able to bear it. Government is, to a great extent, a mere matter of eye-sight. The able disciplinarian is Argus-eyed. It may be observed that the inexperienced teachers who fail to maintain order are those who never see more than one child at a time. In truth, it takes long practice to enable any person to take in fifty children in a single glance. It will be found that the secret cause of difficulty in school government lies just here, and the plan in contemplation to remedy it is very simple. It is to place small classes of four, five and ten under each pupil-teacher, and gradually increase the number to forty, fifty and sixty, as an ability to manage is evinced. It is quite possible to train young ladies to govern, just as they are trained to teach. The Model School is the right arm of the Normal

College, and high hopes are entertained that it will yet solve the problem of school government.

MANNERS AND MORALS.

Under the vigilant supervision of the Lady Superintendent, the manners and morals of the students are unexceptionable. The spirit of loyalty to the Institution and of obedience to authority is, in general, all that could be desired. Ample provision is made for the "vocal spontaneity" of the human being by allowing a free use of the lungs during the half hour's recess, and during the five minutes' intermission between the recitations. This freedom from restraint secures better order and attention when they are most required. There is no demand for a depressing system of discipline, but only for the amount necessary to conduct the business of the College in a prompt and energetic manner. It is our pleasure and our aim to make those committed to our care as happy as circumstances will permit.

CONCLUSION.

It is gratifying to state that the Normal College has attracted not only the attention of the most eminent of our own citizens, but that of distinguished foreigners. The Earl of Dufferin, Governor-General of the Dominion of Canada, spent the greater portion of two days in inspecting and studying the system of instruction pursued, and was so well pleased with all that he saw and heard that he asked permission to award a prize to some meritorious student. The Institution was visited by King Kalakaua and suite, by the Lord Mayor of Dublin and associates, by the late Mayor Havemeyer, by Mayor Vance, by Mayor Wickham,

by the Earl of Roseberry, by the Right Honorable Wm. E. Forster, and by many other distinguished gentlemen who take a profound interest in public education.

In behalf of the students and instructors, I beg leave to thank Mr. James W. Farr and his associates on the Normal School Committee for the able and unwavering support which they have given to the College at all times and under all circumstances, and also to express my deep sense of gratitude for the loyalty and efficiency with which my associate instructors performed every duty to the Institution and to the interests committed to their care.

Respectfully,

Your obedient servant,

THOS. HUNTER,

President Normal College.

COURSE OF STUDY

FOR THE

NORMAL COLLEGE.

GRADE I. FIRST YEAR—FIRST TERM.

1. *Latin.*
2. *History.*—Outlines of Ancient History.
3. *German or French.*
4. *Algebra.*—Simple Equations, Involution, Evolution and Radicals.
5. *Geometry.*—Plane.

Music, Drawing, English Composition and Penmanship.

GRADE II. FIRST YEAR—SECOND TERM.

1. *Latin.*—Continued.
2. *History.*—Outlines of Ancient History, Continued.
3. *German or French.*—Continued.
4. *Geometry.*—Plane Continued and Completed.
5. *Physics.*—Heat, Electricity and Mechanics.

Music, Drawing, Penmanship and English Composition.

GRADE III. SECOND YEAR—FIRST TERM.

1. *Latin.*—Easy Selections from Classic Authors.
2. *History.*—Outlines of Modern History.
3. *German.*—Grammar and Reader. Conversation, or
 French.— " " " "
4. *Algebra.*—Quadratics.
5. *Physics.*—Light and Sound.

Music and *Drawing*, *English Composition* and *Botany*. Two Lectures per week.

GRADE IV. SECOND YEAR—SECOND TERM.

1. *Latin.*—Extracts from Cæsar, Sallust and Cicero.
2. *Rhetoric* and *English Composition.*
3. *German.*—Grammar and Reader, Conversation, &c., or
 French.— " " " " "
4. *Astronomy.*—Mathematical and Descriptive.
5. *Chemistry.*—Notation, Nomenclature and Atmospheric Elements.

Music and *Drawing*, *Geology* and *Mineralogy*. Two Lectures per week.

GRADE V. THIRD YEAR—FIRST TERM.

1. *Latin.*—Virgil, Book I.
2. *English Language and Literature.*—Simple Outlines, with Composition.
3. *German.*—Grammar Completed, Reader, Conversation, or
 French.— " " " "
4. *Physics.*—Electricity, Galvanism and Magnetism.
5. *Astronomy.*—Mathematical and Descriptive, Continued.

Music and Drawing. Zoölogy, Two Lectures per week.

Review of subjects prescribed for the Primary and Grammar School Grades, with the method of teaching them. Two hours each week.

GRADE VI. THIRD YEAR—SECOND TERM.

1. *Latin.*—Virgil, Continued.
2. *Intellectual Philosophy* and *Theory of Teaching.*
3. *English Language and Literature.*—Continued, with Composition.
4. *German.*—General Review of Grammar. Translation of Select Passages; Conversation, Outlines of German Literature.

 Or,

 French.—General Review of Grammar, &c. Outlines of French Literature. Conversation.

5. *Physics.*—Astronomy, General Review.

Music and *Drawing*. *Physiology*. Two Lectures per week.

Review of Subjects prescribed in Primary and Grammar Grades for Common Schools, with the method of teaching them. Two hours each week.

Practice to be afforded in the Model School, under the guidance of teachers of experience.

No lessons for home study to be assigned in Music, Drawing or Composition, in any of the Classes or Grades.

CLASS HONORS—1874.

OTTENDORFER GOLD MEDAL.
(*For Proficiency in German.*)
MARIE L. RADLEY.

OTTENDORFER SILVER MEDAL.
(*Same.*)
JULIA GERAGHTY.

BARRON PRIZE FOR ELOCUTION.
(*Fifty Dollars in Gold.*)
JENNIE MORRISON.

SECOND PRIZE FOR ELOCUTION.
(*Twenty-five Dollars in Silver.*)
ANNA M. MARTIN.

BARRON PRIZE FOR SINGING.
(*Fifty Dollars in Gold.*)
ANNIE STONE.

SECOND PRIZE FOR SINGING.
(*Twenty-five Dollars in Silver.*)
SUSAN M. DAY.

KELLY SILVER MEDAL.
(*Methods and Principles of Teaching.*)
ALICE MAUD SAWYER.

KELLY BRONZE MEDAL.
(*Same.*)
ELLA CALKINS.

KANE GOLD MEDAL.
(*For Physiology.*)
CARRIE J. MILLER.

ALUMNÆ GOLD MEDAL.
(*For Physics.*)
AMELIA ANTOINETTE McCREADY.

HUNT GOLD MEDAL.
(*For Latin.*)
KATE SOPHIA HILL.

HONOR STUDENTS.

KATE SOPHIA HILL,
CAROLINE WANDELL BROUNER,
ALICE MAUDE SAWYER,
AMELIA ANTOINETTE MCCREADY,
FRANCES ROBINSON,
LUCIA BURTIS TUNIS,
MARY ADELAIDE CORBOULD,
MARION LOOMIS HENDRICKSON,
FLORENCE A. MAXWELL.

LIST OF GRADUATES OF 1874, IN THE ORDER OF MERIT.

A 6th.

Order of Merit.	NAME.	Order of Merit.	NAME.
1	Hill, Kate S.	20	McClusky, Sarah
2	Sawer, Alice M.	21	Lowenthal, Emma
3	McCready, Amelia	22	Weber, Hattie
4	Corbould, Mary A.	23	Lowenstein, Lydia
5	Haslett, Jemima	24	Aitchison, Fannie
6	Cowell, Annie L.	25	Lewis, Mary A.
7	Talbert, Elizabeth	26	Dempsey, Augusta
8	Altschul, Elise	27	Denning, Anna L.
9	Hay, Margaret C.	28	Dempsey, Mary
10	Reilly, Katie F.	29	Fahey, Sarah
11	Merritt, Anna	30	Stone, Annie
12	Freedman, Agnes E.	31	Walmsley, Emma A.
13	Dalton, Annie M.	32	Rover, Mary E.
14	Sibbald, Hannah S.	33	Crapser, Helen A.
15	Brophy, Ella A.	34	Neal, Lizzie J.
16	Sears, Marion J.	35	Wilson, Emma
17	Freeborn, Ella C.	36	Hobby, Kate L.
18	Kennedy, Mary E.	37	Marsh, Belle
19	Haslett, Isabella S.		

B 6th.

1	Brouner, Caroline W.	22	Morrison, Jennie A.
2	Tunis, Lucia B.	23	Ecker, Sarah M.
3	Maxwell, Florence A.	24	Green, Jennie
4	Haydock, Adelaide	25	Townsend, Abbie
5	Miller, Caroline J.	26	Hanna, Henrietta A.
6	Geraghty, Julia R.	27	Banta, Lizzie
7	Hunter, Elizabeth J.	28	Mulshine, Mary A.
8	Davis, Mary R.	29	White, Emma L.
9	Thompson, Kate	30	Courtier, Ada L.
10	Woglom, Rebecca D.	31	Muldoon, Kate G.
11	Peterson, Elsie M.	32	Cohn, Minnie
12	Crow, Hannah	33	Heulat, Julia
13	Eckstein, Isabella	34	Mackrell, Mary
14	Lawler, Amelia M.	35	Calkins, Ella
15	Wiley, Sarah	36	Day, Sara
16	Mayer, Henrietta	37	Smith, Emily
17	Griebel, Julia M.	38	Roberts, Harriet W.
18	Files, M. Augusta	39	Way, Irene
19	Van Vorst, Anna A.	40	Foy, Mary
20	Moffett, Lizzie A.	41	Flynn, Charlotte
21	Otersen, Margaret	42	King, Annie S.

C 6th.

Order of Merit.	NAME.	Order of Merit	NAME.
1	Hendrickson, Marion	16	Julien, Mary E.
2	Cope, Marie L' ise	17	Wyckoff. Theodosia
3	Read, Emma	18	Hopkins, Fanny S.
4	Mandeville, Evelyn	19	Shepard, Marabel
5	Rider, Florence A.	20	Harvey, Alice
6	McNamara, Mary E.	21	Daly, Emma
7	Gough, Agnes	22	Ramsey, Annie
8	Hall, Isabella H.	23	Hill, Sarah
9	Eickwort, Dora	24	Simes, Charlotte
10	Ford, Sarah	25	McLoughlin, Elizabeth
11	Lippman, Julia	26	Morris, Maggie
12	McCort, Esther L.	27	Donnelly, Rose
13	Burlinson, Mary	28	Corning, Maggie
14	Killeen, Elizabeth F.	29	McCaffrey, Mary
15	Maguire, Katie		

D 6th.

1	Robinson, Fannie	17	Bunce, Clare
2	Keeler, Harriet Louise	17	Finley, Isabel Edwina
2	Robinson, Sarah Agnes	19	Hunter, Anna Maria
2	Cudlip, Hattie Louisa	19	Stanton, Sarah Jane
5	Files, Emma Frances	19	Wierner, Annie Cora
6	Wyman, Nellie Eloise	22	Wheaton, Sarah
6	Friend, Theresa	22	Terry, Abigal Jane
8	Radford, Fanny Belle	24	Wells, Libbie Miller
8	Bryan, Emily Betsey	24	Baird, Agnes Joanna
8	Huling, Ella Jane	26	Day, Susan Matilda
11	Coombe, Julia	26	Turner, Mary Emma
12	Reynolds, Lillian Mason	28	Cox, Clara Anna
13	Fernhead, Josephine Louisa	29	Nevers, Mary
14	Mandelbaum, Julia Eva	30	Boesé, Ella
15	Martin, Anna Molleson	31	Parkhurst. Lizzie
15	Roome, Jane Ryerson		

E 6th.

Order of Merit.	NAME.	Order of Merit.	NAME.
1	Duryea, Cora Ritch	14	Jennings, Sadie M
2	Keating, Anna C.	15	MacDonough, Adeline M.
3	Hoag, Ella Frances	16	Reilly, Rose
4	Westbrook, Lizzie	17	Flannigan, Emma
5	Hills, Mary E.	18	Williamson, Adeline
6	McAdam, Margaret Cecelia	19	May, Mary
7	Jones, Sarah Amelia	20	Eakins, Margaret C.
8	Richman, Isabella	21	Keyes, Fanny Scott
9	Johnson, Hilma Amalia	22	Gillespie, Sarah M.
10	Haley, Jeanette W.	23	Mills, Corinno
11	Murray, Hannah Teresa	24	Fisher, Phenie
12	Hill, Ida Louise	25	Merritt, Emarintha
13	Van Dyck, Mary Esther		

F 6th.

1	Bock, Clara	13	Corey, Eliza
2	Enever, Emily	14	Hurley, Hannah
3	Davis, Annie	15	Hersch, Rebecca
4	Albro, Helen	16	Hughes, Jennie
5	Radley, Mary L.	17	Herring, Annie
6	Kiernan, Marie F.	18	Sinclair, Aimee
7	Henry, Rachel	19	Parker, Annie
8	Jacobs, Esther	20	Myhan, Esther
9	Hays, Julia	21	Hay, Mary
10	Roe, Fanny C.	22	McGiveny, Sarah
11	McCort, Catharine	23	Henley, Helen
12	Reed, Haidee		

A 6th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
8	Altschul, Elise	92	100	0	1	1	0	Graduated.
24	Atchison, Fannie	85	93	7	4	0	0	"
15	Brophy, Ella A.	90	91	6	4	0	1	"
33	Crapser, Helen A	82	97	3	1	0	0	"
6	Cowell, Anna L.	94	101	0	0	0	0	"
4	Corbould, Mary A.	95	100	0	1	0	0	"
13	Dalton, Anna M.	90	101	0	0	0	0	"
27	Denning, Anna L.	84	99	1	1	0	0	"
28	Dempsey, Mary	84	96	1	4	1	1	"
26	Dempsey, Augusta	84	100	0	1	2	4	"
17	Freeborn, Ella C.	89	95	2	4	0	0	"
12	Freedman, Agnes E.	91	101	0	0	0	0	"
29	Fahey, Sarah	84	98	0	3	1	1	"
1	Hill, Katie S.	96	101	0	0	0	0	"
36	Hobby, Katie L.	75	99	2	0	0	2	"
5	Haslett, Jemima	94	101	0	0	0	0	"
19	Haslett, Isabella S.	87	101	0	0	0	0	"
9	Hay, Margaret C.	91	101	0	0	0	0	"
18	Kennedy, Mary E.	88	100	0	1	0	0	"
	Lyell, Mary	Notex.	46	47	8	0	1	
21	Lowenthal, Emma	86	101	0	0	0	0	Graduated.
23	Lowenstein, Lydia N.	85	98	1	2	0	0	"
25	Lewis, Mary.	85	97	1	3	0	0	"
11	Merritt, Anna	91	93	0	7	0	1	"
20	McClusky, Sarah	87	97	2	2	0	0	"
37	Marsh, Bella C.	76	91	0	10	0	0	"
	Morris, Jennie R.	Notex.	56	7	15	--	--	
3	McCready, Amelia A.	96	101	0	0	0	0	Graduated.
	McCormick, Eliza J.	Notex.	85	13	15	0	0	
34	Neal, Lizzie I.	79	87	14	0	0	0	Graduated.
10	Reilly, Katie T.	91	98	1	2	0	3	"
32	Rorer, Mary E.	83	96	2	3	0	0	"
	Rothert, Louise H.	Notex.	55	0	56	0	0	
2	Sawyer, Alice M.	96	97	2	2	2	1	Graduated.
	Sheriff, Emma J.	Notex	0	0	101	0	0	
29	Stone, Annie	84	100	1	0	0	0	Graduated.
16	Sears, Marion J.	89	94	1	6	0	0	"
14	Sibbald, Hannah	90	69	--	28	--	2	"
7	Talbert, Elizabeth.	93	99	0	2	0	0	"
31	Walmsley, Emma	83	101	0	0	0	0	"
35	Wilson. Emma	79	81	6	14	0	3	"
22	Weber, Hattie	86	98	1	2	1	0	"

B 6th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
1	Brouner, Caroline W	96	101	0	0	0	0	Graduated.
27	Banta, Lizzie	81	93	0	8	2	0	"
43	Breen, Emma	65	94	2	5	0	0	
32	Cohn, Minnie	79	97	1	3	0	6	Graduated.
35	Calkins, Ella	78	98	2	1	0	0	"
30	Courtier, Ada L	79	98	2	1	1	0	"
12	Crow, Annie	89	99	2	0	1	1	"
8	Davis, Mary R	93	101	0	0	0	0	"
36	Day, Sarah E	78	97	4	1	0	0	"
23	Ecker, Sarah M	84	95	4	2	0	0	"
13	Eckstein, Isabella	89	101	0	0	0	0	"
18	Files, M. Augusta	85	96	4	1	1	0	"
40	Foy, Mary	75	93	4	4	0	0	"
40	Flynn, Charlotte	75	90	4	8	0	6	"
6	Geraghty, Julia R	93	97	2	2	0	1	"
24	Green, Jennie	84	100	0	1	0	3	"
17	Grieble, Julia M	85	101	0	0	0	0	"
26	Hanna, Henrietta A	82	90	4	7	0	1	"
4	Haydock, Adelaide	94	101	0	0	1	0	"
7	Hunter, Elizabeth J	93	101	0	1	0	0	"
33	Huelat, Julia	78	100	1	1	0	0	"
14	Lawler, Amelia M	87	94	3	5	0	4	"
21	Morrison, Jennie A	84	100	1	0	0	0	"
3	Maxwell, Florence	94	100	1	0	0	0	"
42	Malcolm, Willimina	69	90	4	8	0	2	
16	Mayer, Menrietta	86	94	1	6	0	1	Graduated.
34	Mackrell, Mary	78	101	0	0	0	0	"
28	Mulshine, Mary A	81	100	3	0	0	2	"
20	Moffett, Lizzie A	84	88	12	1	0	7	"
5	Miller, Caroline J	93	93	7	1	0	0	"
31	Muldoon, Kate G	79	94	2	5	0	1	"
21	Otersen, Margaret	84	101	0	0	0	1	"
11	Peterson, Elsie M	90	97	3	1	0	0	"
38	Roberts, Harriet W	77	101	0	0	1	0	"
37	Smith, Emily	78	97	4	0	0	0	"
25	Townsend, Abbie	83	100	1	0	0	0	"
	Talkington, Grace	Grad.	1873.	--	--	--	--	
2	Tunis, Lucia B	95	99	1	1	0	0	Graduated.
9	Thompson, Kate	91	97	4	0	1	0	"
19	Van Vorst, Anna A	85	94	6	1	0	1	"
10	Woglom, Rebecca D	91	101	0	0	0	0	"
15	Wiley, Sarah	86	96	0	5	2	2	"
39	Way, Irene	77	100	0	1	0	2	"
29	White, Emma L	81	99	--	2	0	2	"
11	King, Annie	90	44	37	0	1	0	"
	Fogarty, Katie	Not ex	0	0	101	0	0	

C 6th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused	No. of times late excused.	No. of times late unexcused.	
13	Barlinson, Mary	83	98	3	0	1	0	Graduated.
2	Cope, Maria L	94	101	0	0	0	0	
28	Corning, Maggie	76	89	12	0	0	0	
	Curtis, Charlietta	Not ex	0	101	0	0	0	
21	Daly, Emma M	79	87	14	0	6	0	Graduated.
27	Donnelly, Rose M	77	96	5	0	8	0	"
9	Eickwort, Dora	86	99	2	0	1	0	"
10	Ford, Sarah	84	95	6	0	1	0	"
	Geary, Mary T	Not ex	38	63	0	0	0	
7	Gough, Agnes	87	100	1	0	1	0	Graduated.
8	Hall, Isabella H	86	98	3	0	2	0	"
20	Harvey, Alice	81	98	3	0	0	0	"
1	Hendrickson, Marion	95	100	1	0	0	0	"
23	Hill, Sarah	79	96	5	0	0	0	"
18	Hopkins, Fannie S	81	99	2	0	1	0	"
16	Julien, Mary E	82	96	5	0	0	0	"
14	Kileen, Elizabeth F	82	98	3	0	0	0	"
11	Lippman, Julia	84	93	8	0	0	0	"
15	Maguire, Katie	82	101	0	0	0	0	"
4	Mandeville, Evelyn	90	92	9	0	0	0	"
29	McCaffrey, Mary	78	89	12	0	0	0	"
12	McCort, Esther L	83	95	6	0	2	0	"
25	McLaughlin, Elizabeth	78	101	0	0	0	0	"
6	McNamara, Mary E	88	99	2	0	0	0	"
26	Morris, Maggie	78	97	4	0	0	0	"
30	Palmer, Cora	66	76	25	0	0	0	
22	Ramsey, Anna	79	91	10	0	0	0	Graduated.
3	Read Emma	91	101	0	0	2	0	"
5	Rider, Florence A	89	101	0	0	1	0	"
19	Sheppard, Marabel	81	98	3	0	10	0	"
24	Simes, Charlotte	78	81	20	0	6	0	"
17	Wyckoff. Theodosia	81	83	18	0	0	0	"

D 6th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
8	Bryan, Emily B	89	98	1	2	1	1	Graduated.
24	Baird, Agnes J	80	94	4	3	1	0	"
17	Bunce, Clare	83	96	5	0	1	1	"
30	Boesé, Ella	75	86	15	0	0	1	"
28	Cox, Clara A	78	95	4	2	0	1	"
11	Coombe, Julia	87	100	0	1	1	0	"
2	Cudlipp, Hattie L	94	101	0	0	0	0	"
26	Day, Susan M	79	84	1	16	1	6	"
6	Friend, Theresa	91	98	0	3	5	0	"
5	Files, Emma F	93	101	0	0	1	0	"
17	Finley, Isabel E	83	97	1	3	0	0	"
32	Ferrero, Minnie M	73	98	0	3	0	0	"
12	Fernhead, Josie L	86	99	2	0	0	0	"
33	Forster, Jennie J	72	95	3	3	0	2	Grad. in 1871
19	Hunter, Annie M	82	101	0	0	0	0	Gradu ated.
8	Huling, Ella J	89	87	0	14	0	0	"
2	Keeler, Harriet L	94	101	0	0	0	0	"
15	Martin, Anna M	84	91	9	1	3	1	"
14	Mandelbaum, Julia	85	100	1	0	1	1	"
29	Nevers, Mary	76	101	0	0	1	0	"
15	Roome, Jane R	84	95	0	6	0	0	"
2	Robinson, Sarah A	94	101	0	0	0	0	"
1	Robinson Fannie	95	101	0	0	0	0	"
12	Reynolds, Lillian	86	99	0	2	0	3	"
8	Radford, Fannie	89	96	0	5	1	1	"
19	Stanton, Sarah J	82	97	4	0	0	0	"
22	Terry, Abigal J	81	90	3	8	1	2	"
26	Turner, Mary E	79	86	11	4	0	0	"
6	Wyman, Nellie	91	101	0	0	0	0	"
24	Wells, Libbie M	80	93	6	2	0	1	"
19	Wiener, Annie C	82	101	0	0	0	0	"
22	Wheaton, Sarah	81	91	0	10	0	2	"
31	Parkhurst, Lizzie	76	65	7	4	0	1	"

E 6th

Class Standing.	NAME.	Average Scholarship.	No of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
1	Duryea, Cora R	94	101	0	0	0	3	Gradu a
20	Eakins, Margaret	80	100	0	1	0	1	"
24	Fisher, Phenie	77	100	1	0	0	1	"
17	Flannagan, Emma	82	99	2	0	1	1	"
22	Gillespie, Sarah	79	95	4	2	0	0	"
10	Haley, Nettie	88	99	0	2	1	0	"
12	Hill, Ida L	87	98	2	1	1	1	"
5	Hills, Mary E	90	101	0	0	0	0	"
3	Hoag, Ella F	90	98	0	3	0	6	"
14	Jennings, Sadie	84	100	0	1	0	0	"
9	Johnston, Helma	89	101	0	0	0	0	"
7	Jones, Sarah A	89	99	2	0	0	0	"
2	Keating, Annie	91	96	3	2	0	1	"
21	Keyes, Fannie S	80	101	0	0	0	0	"
26	Levi, Annie	72	80	2	19	0	1	
6	McAdam, Maggie	90	101	0	0	0	1	Graduated.
15	McDonough, Addie	83	100	0	1	0	0	"
25	Merritt, Emarintha	74	91	10	0	0	1	"
23	Mills, Corinne	77	89	11	1	0	1	"
19	May, Mary	80	92	5	4	0	2	"
11	Murray, Hannah T	87	95	2	4	14	0	"
27	Patsouric, Antonia	67	94	0	7	0	0	
8	Richman, Isabelle	89	98	2	1	0	2	Graduated.
16	Reilly, Rose	83	101	0	0	0	0	"
13	Van Dyck, Mary	85	101	0	0	2	0	"
18	Williamson, Addie	81	97	0	4	0	0	"
4	Westbrook, Lizzie	90	100	0	1	0	0	"

F 6th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No of times late excused.	No. of times late unexcused.	
4	Albro, Helen	90	100	0	0	0	0	Graduated.
1	Bock, Clara	93	100	1	0	0	0	"
13	Corey, Eliza	84	101	0	0	0	0	"
3	Davis, Anna	90	99	2	0	1	0	"
2	Ennever, Emily	93	101	0	0	0	0	"
	Erbschloe, Mignonette	Not ex	97	0	4	0	0	
21	Hay, Mary D	78	95	5	0	0	0	Graduated.
9	Hays, Julia	87	101	0	0	0	0	"
22	Henley, Helen	76	93	3	5	1	2	"
7	Henry, Rachel	88	98	3	0	0	0	"
17	Herring, Annie	82	94	3	4	1	3	"
15	Hirsch, Rebecca	83	94	0	7	0	0	"
14	Hurley, Hannah	84	101	0	0	0	0	"
16	Hughes, Jennie	83	99	2	0	3	1	"
8	Jacobs, Esther	88	99	0	2	1	0	"
6	Kiernan, Maria	89	100	1	0	1	1	"
25	Macy, Julia	60	71	21	9	71	0	
11	McCort, Catharine	85	99	1	1	0	0	Graduated.
22	McGiveny, Sarah	75	96	2	3	4	0	"
20	Myhan, Hester	78	98	1	2	1	4	"
19	Parker, Annie	78	97	2	2	0	5	"
4	Radley, Mary	90	98	1	2	0	0	"
12	Reed, Haidee	84	92	8	1	0	0	"
10	Roe, Charity F	86	98	1	2	0	0	"
23	Schwab, Bertha	73	101	0	0	0	0	
18	Sinclair, Aimee	81	100	1	0	0	0	Graduated.

A 5th

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.
8	Acker, Sara	87	101	0	0	0	0
10	Audubon, Annie G	85	88	11	2	0	3
1	Baum, Esther J	95	85	16	0	0	0
26	Brown, Mary F	77	93	8	1	0	2
20	Clancey, Kate A	82	99	2	0	0	0
16	Colby, Mattie W	84	101	0	0	0	0
13	Crommelin, Mary	84	99	2	0	0	1
36	Cooper, Mary A	Not ex	16	9	--	--	--
24	Chapin, Edna L	79	87	14	0	0	0
30	Coan, Gertrude	72	94	7	0	0	0
31	Carolan, Mary B	71	87	14	1	0	3
12	Frost, Alice L	85	95	6	1	0	0
17	Going, Maude	83	81	20	0	0	3
4	Gannon, Emma	89	89	11	1	0	4
7	Grady, Fanny	87	100	1	0	0	0
23	Howell, Esther L	79	101	0	0	0	0
9	Hurley, Ellen	87	96	5	0	0	0
21	King, Ella	80	99	2	0	0	0
2	Knoth, Minnie E	91	101	0	0	0	0
19	Lawrence, Emma	82	95	6	0	0	0
15	McFarlane, Mary	84	96	5	0	0	0
33	McCormick, Kate	Not ex	74	27	0	0	0
34	Muldoon, Lizzie	Not ex	70	31	0	0	2
32	McCarthy, Emily	61	78	23	0	0	1
29	Raftery, Mary A	73	91	10	0	0	1
22	Roberts, Hester A	80	99	2	0	0	0
36	Raymond, Estelle	Not ex	0	101	0	0	0
35	Samek, Bertha	Not ex	63	34	4	0	0
6	Schoonmaker, Amanda	88	90	11	0	0	1
25	Shields, Minnie B	79	91	10	0	0	2
27	Terhune, Mary	76	100	1	0	0	0
28	Thiers, Sara	74	97	4	0	0	0
18	Thompson, Kate G	82	98	3	0	0	4
14	Tingley, Georgiana	84	99	2	0	0	1
11	Van Peake, Ella L	85	99	2	0	0	0
5	Walters, Rachel	89	95	6	0	0	0
3	Williams, Irene	90	101	0	0	0	0

A 4th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
37	Byrnes, Katie	71	95	4	2	0	0	
19	Crowley, Catharine	85	99	0	2	0	0	
35	Chase, Mary	75	101	0	0	0	0	
32	Cassidy, Katie	76	101	0	0	0	1	
38	Cavanagh, Anna	71	95	6	0	1	1	
33	Corrigan, Mary	76	100	1	0	1	0	
1	Davis, Betsey B	97	100	1	0	1	0	
16	DeMilt, Hannah M	85	94	7	0	1	2	
3	Dennison, Julia M	96	101	0	0	2	0	
9	Dougherty, Lizzie	93	94	6	1	0	1	
24	Frost, Addie	79	97	4	0	0	0	
30	Fisher, Pauline	77	94	7	0	4	0	
8	Hassell, Fanny	93	101	0	0	0	0	
10	Harper, Catherine	92	101	0	0	0	0	
20	Howlett, Mary V	84	101	0	0	0	0	
29	Healy, Julia L	77	101	0	0	0	2	
12	Keller, Emma	90	101	0	0	1	0	
4	Lindheimer, Ida	96	98	3	0	0	0	
39	Lancer, Maria	67	96	5	0	0	1	
31	Lalor, Mary	77	94	7	0	0	0	
13	Mason, Minnie	88	91	9	1	2	1	
18	McCarthy, Maggie	85	95	6	0	2	0	
6	Murphy, Theresa A	94	90	11	0	0	0	
8	Merington, Mary E	93	101	0	0	0	0	
2	Merington, Marguerite	97	101	0	0	0	0	
28	Michelbacher, Julia	78	90	11	0	0	1	Left July 1, '74.
15	Nevers, Annie	86	101	0	0	1	0	
5	Neely, Sarah	95	94	7	0	1	0	
34	Peterson, Laura L	75	101	0	0	0	0	
11	Rutter, Fanny	90	101	0	0	1	0	
36	Stafford, Joanna	72	97	4	0	1	0	
	Shedd, Lizzie	Not ex	25½	8	68½	1	1	Left July 1, '74
7	Strauss, Jeanette	93	98	2	1	0	0	
22	Tower, Susie L	82	86	3	12	1	0	
23	Tewey, Maggie	81	96	5	0	0	0	
14	Trainor, Catharine F	85	96	5	0	0	0	
17	Taylor, Maggie	85	101	0	0	0	0	
21	Tuomey, Joanna	83	101	0	0	0	0	
25	Van Wie Beulah	78	101	0	0	2	0	
23	Waters, Josie C	81	70	19	11	2	1	
40	Wooster, Louise	65	77	24	0	2	0	

B 4th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused	No. of times late excused.	No. of times late unexcused.
2	American, Clara	96	98	3	0	0	0
25	Ashby, Helena	80	82	18	1	0	2
24	Barrington, Sarah	81	91	10	0	0	0
8	Brennan, Ada	90	90	11	0	0	0
21	Bade, Sophie	82	97½	1½	2	1	5
25	Brouwere, Josie	80	93	7	1	0	1
30	Carroll, Ella	78	81	14	6	1	4
5	Clift, Agnes	93	98	2	1	0	0
31	Cowell, Ida	76	98	1	2	0	0
3	Cummings, Sarah	94	91	0	10	0	0
28	Clarke, Grace	79	96	1	4	0	0
1	Cilley, Euphemia	98	100	0	1	0	1
21	Corbally, Mary	82	98	2	1	0	0
28	Egbert, Annie	79	99	2	0	1	1
19	Eustace, Kate	83	99	1	1	0	0
33	Frisbee, Kate	75	101	0	0	0	0
7	Gallagher, Mary	91	98	2	1	0	0
32	Gleeson, Julia	75	89	12	0	0	0
10	Hawkey, Jane I	89	101	0	0	0	0
33	Kennelly, Mary	75	93	4	4	0	0
21	Levie, Gertrude	82	92	8	1	0	0
3	Mahoney, Mary	94	100	1	0	0	0
13	Osborne, Mary	85	101	0	0	0	0
13	O'Brien, Mary	85	101	0	0	0	0
17	Peterson, Louise	84	98	2	1	0	0
25	Roberts, Carrie	80	98	3	0	0	0
8	Shuster, Betty	90	98	3	0	0	0
12	Schwab, Betty	88	98	3	0	0	2
	Scoville, Mary	Not ex	12	8	0	0	1
13	Stern, Sara	85	98	3	0	0	0
13	Thomson, Barbara	85	97	0	4	0	1
5	Van Dyke, Annie	93	101	0	0	0	1
19	Wheaton, Mary	83	94	7	7	0	2
10	Waring, Mary	89	99½	1½	0	0	0
17	Wallauer, Josephine	84	98	3	0	0	0

C 4th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.
20	Albro, Sarah J	79	99	0	2	0	0
27	Callahan, Mary L	75	96	0	5	0	0
24	Coughlan, Mary E	78	100	0	1	0	1
7	Duff, Mary A	85	99	0	2	0	0
25	Erdman, Theresa	77	100	0	1	2	1
2	Freedman, Pauline S	93	100	0	1	0	0
23	Heindsman, Maria	79	100	1	0	0	1
29	Harrington, Mary E	74	101	0	0	0	0
4	Harrigan, Mary E	90	100	0	1	1	0
18	Higgins, Alice L	80	100	1	0	3	3
18	Hoffman, Sylvia	80	100	0	1	0	0
5	Kamak, Rachel	88	97	4	0	0	0
28	Keech, Marion J	75	95	2	4	0	0
1	Lyendecker, Barbara	95	101	0	0	0	0
8	Mack, Emma	85	98	2	1	0	0
14	Michael, Leah	81	96	2	3	0	0
17	Morton, Emeline T	80	101	0	0	1	0
30	Morrison, Ella A	73	92	1	8	0	8
20	Murphy, Catharine H	79	95	2	4	0	1
15	Nussbaum, Rebecca	81	97	3	1	1	0
26	Sarger, Christine A	76	100	0	1	70	0
3	Schmidt, Louise R	92	98	3	0	2	1
10	Sheridan, Margaret C	83	94	2	5	1	1
6	Shields, Katie C	87	96	0	5	0	2
33	Smith, Annie M	66	86	4	11	2	5
31	Soper, Alfaretta	70	93	4	4	0	2
22	Thomas, Clara	79	99	0	2	0	0
32	Thompson, Jennie A	67	79	4	17	2	2
11	Ward, Mary	83	90	1	10	0	3
12	Watson, Josie A	82	98	2	1	1	0
16	Whitney, Hannah S	81	97	3	1	0	0
13	Zeigler, Julia C	82	101	0	0	0	0
9	Higgins, Hannah J	84	101	0	0	2	1

D 4th.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.
4	Beam, Kittie A	93	100	0	1	0	0
29	Brown, Mary C	81	91	0	10	0	0
14	Bruen, Ada	87	93	0	8	0	0
9	Crane, Cara N	90	100	1	0	0	0
24	Corbin, Maggie L	84	95	0	6	0	0
2	Davies, Kate N	96	91	1	9	0	0
18	Dowdall, Agnes M	86	95	1	5	0	0
1	Funk, Ellie	97	96	5	0	1	0
26	Foss, Mary G	83	98	0	3	0	3
37	Gugenheim, Jennie	72	82	9	10	1	0
26	Garson, Eva	83	98	2	1	0	0
14	Heydorn, Caroline	87	95	3	3	0	1
21	Hellman, Matilda	85	98	2	1	0	0
12	Heade, Helena E	89	$87\frac{2}{5}$	$7\frac{3}{5}$	6	0	1
12	Jury, Maria	89	94	4	3	0	1
4	Japha, Henrietta	93	96	3	2	0	4
3	Jaroslawski, Hulda	94	100	1	0	0	0
	Lazarus, Rosie	Not ex	43	58	0	1	0
9	Lecocq, Lucie M. A	90	98	3	0	0	0
32	McArdle, Annie M	78	100	0	1	0	2
7	Murphy, Catharine C	91	90	8	3	0	0
18	McCabe, Rosetta	86	91	9	1	0	0
28	McClellan, Katie R	82	87	3	11	1	0
35	McCleish, Elizabeth L	75	101	0	0	1	0
21	Norcott, Charlotte A	85	98	2	1	0	0
14	Prior, Mary A	87	98	1	2	0	2
21	Russell, Janet	85	$92\frac{3}{5}$	$6\frac{2}{5}$	2	0	2
9	Rider, Ada	90	99	0	2	0	0
7	Sammis, Alma	91	100	0	1	0	0
29	Stuart, Eunice E	81	93	7	1	0	0
18	Slowey, Emma C	86	101	0	0	0	0
34	Torrens, Matilda	76	99	0	2	1	2
36	Van Iderstine, Clara	74	86	7	8	0	1
14	Weaver, Jennie L	87	91	10	0	0	0
24	Weir, Annie E	84	93	6	2	0	0
31	Whelpley, Kate A	79	90	0	11	0	0
32	Webb, Ida R	78	101	0	0	0	0
6	Zetzman, Mary A	92	$98\frac{1}{5}$	$\frac{1}{5}$	2	0	1

A 3d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused	No. of times late excused.	No. of times late unexcused.
7	Boak, Mary W	83	101	0	0	0	0
15	Clinch, Ida	79	99	0	2	1	10
18	Cooper, Mary	78	80	15	6	0	1
23	Connolly, Kate E	69	100	0	1	0	1
19	Delaney, Josephine	77	75	13	13	0	0
19	Duffy, Helen A	77	100	0	1	1	2
11	Hennessy, Mary A	82	95	5	1	1	1
13	Harris, Anna	81	97	3	1	0	5
13	Harris, Grace	81	89	7	5	0	1
2	Joyce, Anna C	86	96	5	0	0	1
5	Kennedy, Martha	84	93	4	4	0	0
2	Lücke, Julia	86	101	0	0	0	0
7	Lewinson, Sara	83	98	3	0	0	1
15	May, Matilda	79	92	3	6	0	0
1	Meynen, Mary M	87	98	2	1	0	0
5	Moore, Fannie L	84	88	7	6	0	0
5	Morrison, Laura	84	93	2	6	0	1
21	O'Brien, Bridget	76	96	5	0	0	0
22	Pollock, Clara	73	92	4	5	0	5
4	Sandhagen, Mary E	85	101	0	0	0	1
15	Stevane, Bertha	79	92	8	1	0	1
7	Wagner, Mary L	83	100	1	0	0	2
7	Williams, Annie E	83	101	0	0	0	0
11	White, Laura J	82	85	4	12	0	0

B 3d.

Class Standing.	NAME.	Average Scholarship.	No of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No of times late excused.	No. of times late unexcused.	
21	Adler, Bertha	77	96	2	3	2	1	
11	Buckley, Lucy	79	100	0	1	0	1	
18	Beckwith, Maria	79	82	0	19	0	2	
	Bergen, Jennie	Not ex	2	0	99	0	0	Dis. July 1, '74.
10	Burnett, Emma	84	95	0	6	0	1	
27	Bennett, Emily M.	70	97	0	4	2	0	
24	Balken, Louise	74	89	1	11	0	0	
9	Cody, Margaretta	84	96	1	4	0	0	
14	Dennison, Cynthia	80	100	0	1	14	0	
26	Drey, Rosabella	71	100	1	0	1	4	
8	Graham, Louise M.	84	99	0	2	0	0	
1	Hawthorn, Emma	90	101	0	0	0	4	
3	Hatch, Abbie	86	97	0	4	0	0	
22	Hyde, Kate	75	86	1	14	0	4	
25	Jones, Agnes	72	94	3	4	0	0	
2	Kelly, Elizabeth	86	95	0	6	0	5	
11	Loughlan, Ellen	81	98	0	3	0	3	
7	McGonigal, Sarah	85	93	0	8	0	1	
13	Maxwell, Ida	81	96	0	5	0	0	
23	McElhinney, Sarah	75	100	0	1	1	0	
19	Nicholson, Ellen J.	78	96	2	3	0	1	
6	Meary, Mary	86	76	0	25	0	11	
12	Patterson, Aletta	81	82	0	19	0	7	
4	Pell, Carrie H.	86	98	0	3	1	5	
20	Smith, Julia	78	86	0	3	1	5	
	Shandley, Ellen	Not ex	13	0	88	0	1	
16	Taylor, Jennie	79	95	0	6	0	0	
15	Van Tyne, Annie	80	70	0	31	14	0	
5	Wilson, Annie	86	97	0	4	0	0	Left July 1, '74.

C 3d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.
13	Biegel, Katie	83	101	0	0	0	0
12	Bradley, Elvina	84	98	1	2	0	0
5	Brockway, Ella	88	101	0	0	0	0
8	Charlton, Laura	87	99	1	1	0	1
2	Coakley, Margaret	90	99	0	2	0	0
	Corsa, Ella	Not ex	95	1	5	1	0
14	Dooner, Lizzie M.	82	99	0	2	1	0
21	Donnellan, Matilda	70	81	4	16	0	0
7	Fowler, Olive	87	97	1	4	0	0
4	Frank, Pauline	88	97		3	0	0
10	Hinds, Sarah	85	96	4	1	0	3
19	Jackson, Sarah	76	89	7	5	0	0
11	Johnson, Emma	84	86	5	10	0	0
20	Jacobi, Rebecca	72	83	5	13	0	1
3	Koehler, Bertha	89	100	0	1	0	0
9	Lawrence, Irene	86	95	1	5	0	0
15	Padbury, Lottie	80	65	5	31	0	0
17	Payne, Annie M.	79	96	0	5	0	0
16	Reilly, Rose	79	97	1	3	3	0
	Robinson, Georgie	Not ex	0	101	0	0	0
4	Rooney, Ellen	88	98	3	0	0	0
1	Scott, Annie	93	97	0	4	1	1
18	Stavey, Emma	77	54	2	14	0	0
6	Searle, Florence	87	94	7	0	0	0
22	Skinner, Annie	63	79	7	15	0	0
15	Thistle, Mary	79	92	0	9	0	2
	Wade, Annie	Not ex	24	52	25	0	2

A 2d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
1	Becker, Emma	89	98	3	0	0	0	
4	Bauer, Lizzie	86	100	1	0	4	0	
15	Byrne, Mary	79	101	0	0	0	0	
25	Bird, Rosetta	74	101	0	0	1	0	
28	Childs, Annie	66	74	27	0	1	0	
	Curry, Jennie	Not ex	29	72	0	0	0	
6	Collins, Mary	85	99	2	0	7	3	
31	Chapman, Sarah	64	96	5	0	1	2	
28	Duncan, Kate V	66	84	12	5	0	10	
15	Figuera, Josephine	79	101	0	0	1	0	
4	Hart, Henrietta	86	95	6	0	1	0	
22	Hunt, Fanny	75	99	2	0	0	0	
19	Kenney, Anna	76	101	1	0	4	0	
11	Lobdell, Justina	83	101	0	0	0	0	
6	Lovegrove, Emma	85	96	5	0	0	0	
14	Monk, Ida	80	94	7	0	0	0	
13	Mathews, Denie	81	101	0	0	1	0	
25	McCabe, Theresa	75	100	1	0	0	0	
28	Menair, Elizabeth	66	81	20	0	0	0	
27	Newell, Louise	69	0	0	101	2	0	Dis. Sept. 7, '74.
18	Napier, Addie	77	100	1	0	0	0	
17	O'Connell Kate	78	100	1	0	3	1	
11	Parsons, Kate A.	83	69	32	0	4	0	
3	Reese, Joanna	87	101	0	0	1	0	
2	Rothschild, Hattie	88	97	4	0	0	0	
9	Redfield, Amelia K.	84	97	4	0	3	0	
	Reynolds, Ida	Not ex	21	80	0	0	0	
9	Scruton, Mary	84	101	0	0	0	0	
6	Sayles, Corrie	85	101	0	0	1	0	
22	Tracy, Katie	75	101	0	0	0	0	
	Tranique, Estelle	Not ex	0	0	101	0	0	Dis. Sept. 7, '74.
	Walsh, Nellie	Not ex	0	0	101	0	0	" "
19	Wiegand, Sophie	76	98	2	0	0	0	
19	Wood, Ida	76	94	0	7	2	0	
22	Yale, Maria	75	98	2	0	0	0	

B 2d

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.
21	Blaney, Mary	76	79	17	5	0	0
15	Clift, Martha	79	101	0	0	0	0
4	Cook, Mary	88	90	7	4	0	0
9	Campbell, Margaret	84	99	2	0	0	2
10	Carter, Helen	83	97	1	3	0	0
7	Cunningham, Henrietta	85	101	0	0	0	0
21	Conboy, Frances	76	100	1	0	0	0
30	Carroll, Mary	71	82	11	8	0	0
34	Cunningham, Josie	67	99	1	1	0	2
	Evans, Augusta	Not ex	0	101	0	0	0
7	Edward, Margaret	85	100	0	1	0	0
25	Eddy, Adeline	75	101	0	0	0	0
15	Guy, Margaret	79	90	8	3	0	0
12	Goetze, Jane	81	94	4	3	0	3
18	Gray, Ella	78	75	3	23	0	0
3	Jarvis, Mary	91	95	5	1	0	1
1	Klauser, Emma	97	100	1	0	0	0
25	McGlynn, Mary	75	98	1	2	0	3
18	Mannion, Annie	78	94	0	7	0	4
33	Malion, Rosanna	70	98	0	3	0	11
10	Monks, Jane	83	89	8	4	0	0
	McGrath Frances	Not ex	0	101	0	0	0
25	Monks, Mary	75	99	0	2	0	0
2	Pitkin, Caroline	95	100	0	1	0	0
34	Peterson, Sarah	67	83	8	10	0	3
25	Perley, Caroline	75	98	3	0	0	0
5	Rankin, Ella	87	101	0	0	0	0
37	Skinner, Minnie	54	84	6	11	0	0
20	Smith, Margaret	77	97	1	3	0	9
34	Simpkins, Melinda	67	84	10	7	0	5
15	Smith, Jessie	79	100	0	1	0	0
28	Stephens, Jane	73	97	0	4	0	0
30	Palmer, Isabelle	71	101	0	0	0	0
21	Van Wart, Louisa	76	96	2	3	0	0
30	Wolf, Blanche	71	94	5	2	0	0
12	Whitney, Ida	81	100	1	0	0	0
12	Wolfsbruck, Nettie	81	100	1	0	0	5
5	Woodgate, Jane	87	101	0	0	0	0
21	Zuckerman, Rose	76	98	1	2	0	3

C 2d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No of times late excused.	No. of times late unexcused.	
30	Brady, Annie	66	90	11	0	0	0	
32	Brophy, Jane	64	69	32	0	2	2	
	Cant, Jemima	Not ex	83	18	0	0	0	
28	Chatony, Marie	70	66	35	0	2	1	
18	Corrigan, Sarah	79	101	0	0	0	3	
10	Cullen, Margaret	84	101	0	0	0	0	
10	Funk, Theresa	84	98	3	0	0	0	
10	Fernandez, Julia	84	99	2	0	0	2	
1	Gerlitz, Henrietta	93	101	0	0	0	0	
27	Gugenheim, Bella	75	96	5	0	0	0	
24	Highet, Ella	75	93	8	0	0	0	
31	Howie, Elizabeth	65	99	2	0	0	0	Left July 1, '74.
24	Hayes, Hannah	75	101	0	0	0	16	
4	Herriet, Hebe	90	100	1	0	0	0	
3	Horn. Emma J	91	101	0	0	0	0	
21	Leddy, Elizabeth	77	101	0	0	3	0	
21	Laird, Maria	77	99	2	0	2	0	
7	Levie, Eugenia	87	99	2	0	1	0	
10	Loch, Joanna	84	101	0	0	2	7	
	McGovern, Maria	Not ex	0	0	101	0	0	
20	McConville, Alice	78	101	0	0	0	0	
8	Madden, Mary	85	100	1	0	1	1	
5	Nicholson, Sarah	89	92	9	0	0	0	
29	O'Connor, Theresa	67	96	5	0	0	2	
	Ryan, Anna	Not ex	0	0	101	0	0	Dis. Sept. 7, '74.
5	Ralph, Mary J	89	101	0	0	0	0	
21	Steinert, Pauline	77	84	17	0	1	1	
16	Sutliffe, Margaret	80	98	3	0	0	2	
14	Schaeffer, Louise	82	99	2	0	0	0	
1	Serre, Felicie	93	100	1	0	0	0	
	Stephenson, Garolyn	Not ex	Leave	of	Abs.			
18	Wallis, Anna	79	100	1	0	2	0	
24	Wagner, Louise	75	100	1	0	0	0	
8	Ward, Eva M.	85	101	0	0	0	0	
16	Woelfer, Rosa	80	72	29	0	0	0	
14	Young, Catharine	82	90	11	0	0	0	

D 2d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused	
29	Arnold, Carrie	78	100	1	0	0	0	
25	Buzby, Ella	81	100	0	1	0	0	
29	Baldwin, Martha	78	101	0	0	0	0	
22	Bergen, Mary C	81	93	8	0	2	0	
10	Blake, Katherine	87	96	4	1	3	1	
	Brett, Florence	Not ex	67	4	7	2	1	Left July 1, '74
1	Brush, Lily	94	101	0	0	0	3	
19	Brown, Carrie	82	91	10	0	2	0	
5	Browne, Susie	89	101	0	0	0	0	
45	Brady, Elizabeth	62	91	3	7	1	1	
13	Crawford, Stella	84	101	0	0	0	0	
16	Cone, Nellie	83	101	0	0	0	0	
29	Donohue, Hannah	78	92	7	2	1	4	
36	Donaldson, Adelaide	75	93	5	3	1	0	
6	Davidson, Harriet	88	100	0	1	1	0	
4	Drummond, Catherine	89	90	3	0	2	0	
33	Dean, Margaret	77	91	8	2	0	0	
3	Eldridge, Jane	91	98	2	1	0	0	
22	Elkus, Adelaide	81	88	5	3	0	0	
44	Elkus, Eva	62	91	2	3	1	0	Left July 1, '74.
21	Flanders, Kate	82	0	0	101	0	0	Dis. Sept. 7, '74.
21	Fessenden, Caroline	81	101	0	0	0	0	
2	Gutman, Leonore	92	99	0	2	1	0	Left July 1, '74.
19	Gallagher, Mary	82	88	13	0	0	0	
43	Hays, Rebecca	67	87	10	4	0	1	
11	Hickok, Lottie	87	99	0	2	0	0	
14	Holmes, Hattie	84	101	0	0	0	0	
31	Hillier, Florence	77	98	1	2	0	0	
40	Hirst, Elizabeth	72	96	5	0	0	0	
36	Keogh, Margaret	75	101	0	0	0	5	
36	Kessler, Annie	75	101	0	0	0	0	
17	Lounsbery, Margaret	83	98	1	2	1	1	
33	Masson, Hyacinth	77	100	0	1	0	0	
18	Muir, Margaret	82	101	0	0	0	0	
28	Marcus, Herbert	80	101	0	0	0	0	
12	Mackey, Annie	85	99	1	1	0	0	
15	Marbon, Lizzie	84	91	4	1	6	0	Left July 1, '74.
9	Minelli, Adrienne	87	92	7	2	0	1	
26	Minelli, America	81	96	2	3	0	1	Left July 1, '74.
29	Partridge, Idell	78	101	0	0	0	0	
27	Robin, Adell	81	99	2	0	1	0	
41	Reed, Phebe	70	100	0	1	1	1	
42	Rassmann, Minnie	68	90	2	9	0	1	
	Rossman, Mary	Not ex	11	0	90	0	0	
7	Saunders, Adele	88	101	0	0	0	0	
8	Stein, Flora	88	98	3	0	0	0	
36	White, Margaret	75	101	0	0	2	0	Left July 1, '74.

E 2d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
38	Atkinson, Mary N	77	89	12	0	0	1	
35	Adams, Jennie	78	100$\frac{4}{5}$	$\frac{1}{5}$	0	0	2	
28	Brigham, Flora A	80	101	0	0	0	0	
38	Bunce, Florence	77	88	6	7	0	2	
	Buck, Bella B	Not ex	84	17	0	0	0	
11	Cole, Ida A	90	99	2	0	0	1	
22	Cuthell, Annie	85	101	0	0	0	0	
35	Day, Annie	78	101	0	0	0	0	
18	Davis, Helena	87	101	0	0	0	0	
15	Dealing, Mary	89	73	11	7	3	2	
4	Devoe, Eloise	94	100$\frac{3}{5}$	$\frac{2}{5}$	0	0	0	
40	Dias, Annie	76	101	0	0	0	5	
43	Dole, Frances	73	88$\frac{3}{5}$	12$\frac{2}{5}$	0	0	0	
1	Eiche, Julia	96	101	0	0	0	1	
1	Endicott, Marcia	96	100	1	0	0	0	
40	Fuller, Anna A	76	94$\frac{2}{5}$	6$\frac{2}{5}$	0	0	0	
15	Fuller, Alma A	89	92	9	0	0	0	
32	Giles, Alice M	79	88	6	7	0	0	
32	Grågg, Emma R	79	57	44	0	0	0	
11	Honigman, Henrietta	90	96	4	1	0	0	
44	Hudson, Ella	73	87	7	7	0	0	
28	Irwin, Alberta	80	100	1	0	0	0	
22	Knoepfel, Ada M	85	100	1	0	0	0	
35	Laird, Elizabeth	78	99	0	2	0	0	
26	Langstroth, Ella	84	101	0	0	0	0	
32	Lawton, Alicia	79	96	2	3	0	0	
4	Mason, Virginia	94	100	1	0	2	2	
	More, Mary	Not ex	90	3	8	0	0	Left July 1, 74.
42	McGay, Mary A	75	100	1	0	0	0	
21	McLaughlin, Margaret	85	90	7	4	0	0	
9	Neeley, Margaret	91	96	4	0	1	0	
28	Panlon, Angeline	80	101	0	0	2	0	
11	Pond, Anna N	90	86	15	0	0	0	
7	Purdy, Hannah	94	101	0	0	0	0	
	Requa, Ella	Not ex.	71$\frac{3}{5}$	39$\frac{2}{5}$	0	0	0	
27	Ross, Ella	83	99	2	0	1	0	
18	Rogers, Eva	87	88	0	3	1	0	
18	Rossman, Lizzie	87	100	1	0	0	0	
28	Stevens, Mary	80	59	4	0	0	0	
22	Sears, Gertrude	85	87	3	1	0	2	
7	Smith, Ida	93	101	0	0	0	0	
4	Smith Marion	94	94	3	4	0	1	
1	Toscano, Asuncion	96	93$\frac{1}{5}$	4$\frac{4}{5}$	3	0	0	
17	Vergnes, Pauline	88	100	1	0	1	0	
11	Wilson, Carrie	90	101	0	0	0	1	
9	Wilson, Ella	91	96	1	4	0	0	
18	White, May	87	95	6	0	1	0	

F 2d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
31	Barnaby, Stella A.	82	91	10	0	3	0	
26	Becker, Bella E.	84	98	3	0	2	0	
11	Burrows, Annie E.	92	101	0	0	0	0	
6	Byrnes, Maggie	94	99	2	0	1	0	
19	Carley, Katie C.	88	101	0	0	1	0	
4	Cassidy, Annie J.	95	100	1	0	0	0	
12	Cohen, Lilly	92	101	0	0	0	0	
2	Conklin, Ellie L.	95	99	2	0	2	0	
37	Donnelly, Ellie A.	78	99	2	0	0	0	
41	Emery, Ella	75	90	11	0	0	0	
18	Foster, Fannie	89	97	4	0	0	0	
43	Fowler, Rose	73	100	1	0	0	0	
23	Friend, Bella	88	100	1	0	0	0	
1	Frost, Eleanor	96	101	0	0	0	0	
39	Gillis, Jennie M.	76	90	11	0	0	0	Left July 1, '74
27	Griffith, Mattie	83	100	0	0	0	0	
8	Hagemeyer, Louisa	92	101	0	0	0	0	
15	Haines, Amelia	91	95	4	0	1	0	
10	Hamilton, Clara	92	101	0	0	0	0	
20	Hamilton, Elizabeth	88	101	0	0	0	0	
41	Harrison, Almira C.	75	101	0	0	0	0	
32	Hawley, Eva C.	82	96	5	0	1	0	
25	Healy, Mary A.	85	101	0	0	0	0	
5	Hirsch, Jennie L.	94	0	0	101	0	0	
	Hoffman, Virginia	Not ex	65	7	7	0	0	
7	Kirk, Ella J.	93	101	0	0	1	0	
36	Kleinert, Deborah	80	96	5	0	3	3	
9	Kyle, Jeanette	92	101	0	0	0	0	
12	Lay, Louise R.	91	99	2	2	0	0	
20	Levy, Jessie	88	98	3	3	0	0	Left July 1, '74.
15	Lobsen, Anna	91	101	0	0	0	0	
35	Longo, Emma	80	81	10	10	0	0	
44	Markey, Frances	64	87	17	0	0	0	
12	McIlroy, Mary E.	91	101	0	0	0	0	
29	Nicholson, Alice	82	94	7	0	0	0	
30	North, Ella	82	100	1	0	0	0	
2	Ochs, Isabel	95	101	0	0	0	0	Left July 1, '74.
38	Pike, Jennie	76	96	5	0	0	0	" "
21	Popper, Laura	88	101	0	0	0	0	
24	Stork, Laura	86	101	0	0	0	0	
33	Thomas, Jennie	82	100	1	0	0	0	
34	Thompson, Martha	81	97	4	0	0	0	
17	Vail, Florence	89	99	2	0	0	0	
27	Ward, Carrie	83	97	4	0	0	0	
40	Wood, Agnes	76	99	2	0	0	0	

G 2d.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
19	Albro, Wealthy	80	94	0	7	6	1	
26	Adair, Laura	78	93	0	8	0	1	
5	Blake, Bessie	89	96	5	0	0	0	
16	Butler, Mary	81	100	0	1	0	4	
32	Campbell, Jennie	76	97	3	1	1	0	
40	Carroll, Annie	71	90	0	11	0	8	
24	Carlin, Lottie	79	90	1	10	0	1	
15	Concklin, Kate	82	95	0	6	1	2	
29	Dwyer, Catharine	77	90	1	10	1	23	
	Fisher, Nellie	Not ex	41	58	2	1	0	
34	Flohr, Isabella	76	86	3	12	1	8	
30	Forsyth, Addie	77	98	0	3	0	0	
27	Halliday, Minnie	78	101	0	0	1	6	
17	Haas, Amelia	81	98	3	0	0	0	
20	Hale, Marion	80	94	5	2	0	0	
37	Hughes, Maggie	74	99	1	1	1	0	
	Harper, Minnie	Not ex	0	101	0	0	0	
10	Kraemer, Pauline	84	98	2	1	0	1	
	Kearing, Sarah	Not ex	95	4	2	0	2	
4	Kinselli, Lizzie	89	94	3	4	0	9	
7	Ledere, Lillie	87	95	6	0	0	0	
39	Lawler, Mary	72	100	0	1	0	0	
12	Lynch, Jennie	82	101	0	0	1	0	
11	Maynan, Anna	83	93	6	2	0	1	
1	Miner, Clara	94	96	0	5	0	1	
14	Midgley, Kittie	82	86	0	15	0	6	
	Maynard, Eva	Not ex	0	0	101	0	0	Dis. Sept. 7, '74
28	Matear, Mary	77	90	11	0	1	3	
25	McCauley, Anna	79	94	0	7	0	0	
21	Murray, Christine	80	85	5	11	0	3	
9	Muir, Mary	85	97	3	1	1	1	
23	Nistle, Fannie	79	87	4	10	0	0	
	Reed, Henrietta	Not ex	34	67	2	0	0	
	Robeson, Istalina	Not ex	26	2	73	0	0	Left July 1, '74.
13	Rich, Sarah	82	97	0	4	0	1	
2	Sudlow, Mattie A	92	81	14	6	0	0	
3	Smith, Jennie	89	101	0	0	0	2	
6	Stillwell, Orvetta	88	101	0	0	0	3	
8	Smith, Lizzie	86	98	0	3	0	0	
21	Smith, Libbie	80	84	5	12	0	1	
38	Sullivan, Margaret	74	101	0	0	0	4	
18	Wood, Oletta	81	101	0	0	2	0	
31	Wallenstein, Hattie	76	93	0	4	0	1	
41	Webster, Annie Ida	63	90	0	11	0	12	
36	Woolley, Addie	74	91	2	8	1	1	
35	Whitley, Matilda	75	100	0	1	2	1	

A 1st.

Class Standing.	NAME.	Average Scholarship	No. of Days Present.	No. of Days Absent excused.	No of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
7	Ashfield, Mary A	83	84	0	1	0	0	
3	Bodley, Hattie	87	94	0	1	0	0	
22	Casey, Annie	65	65	1	35	0	5	
	Croft, Eva	Not ex	0	101	0	0	0	
	Cahill, Kate C	Not ex	42	3	56	0	1	
9	Despenville, Marie	82	101	0	0	0	0	
18	Doody, Maggie	70	90	1	10	0	1	
	Frazee, Matilda	Not ex	0	101	0	0	0	
11	Fogel, Jennie	80	95	5	1	0	0	
19	Fowler, Maggie	69	94	2	5	2	0	
25	Gaw, Lizzie	60	80	17	4	0	3	
3	Hoogs, Grace	87	92	4	5	3	2	
	Hart, Lizzie	Not ex	95	1	5	1	2	
6	Hazel, Jennie	85	97	0	4	2	3	
21	Heath, Love	65	92	0	9	0	1	
	Hull, Sarah	Not ex	75	1	25	1	0	
14	Hendren, Mary	77	99	2	0	0	0	
	Hiller, Anna	Not ex	0	101	0	0	0	
8	Lanigan, Ann E	82	93	0	8	1	0	
12	Lankton, Kate	78	69	10	22	2	4	
5	Mirick, Amy	87	97	1	3	0	0	
20	McGrath, Loretta	66	79	0	22	1	2	
23	McClusky, Maggie	63	77	0	24	0	3	
25	Neylon, Mary	61	95	0	6	0	1	
2	McMannus, Jane	78	89	0	12	1	0	
12	Morris, Eva	78	98	1	2	0	0	
15	Otis, Mary T	76	85	6	9	0	0	
10	Reeves, Carrie	80	77	13	11	0	2	
	Searles, Lizzie	Not ex	67	1	10	0	0	Left July 1, '74.
8	Smith, Della	82	95	0	6	0	0	
	Spiers, Josephine	Not ex	0	0	101	0	0	Dis. Sept. 7, '74.
17	Trevers, Anna	73	85	0	16	0	7	
1	Talbert, Claribel	94	93	3	5	0	0	
16	Wilson, Emma	75	81	6	14	0	0	
	York, Lulu	Not ex	21	80	0	0	0	

B 1st.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No of times late excused.	No. of times late unexcused.	
9	Allason, Clara	82	93	7	1	0	4	
	Barry, Joanna	Not ex	0	0	101	0	0	Dis. Sept. 7, '74.
9	Collins, Alice L	82	98	2	1	0	0	
28	Coddington, Rachel	65	100	0	1	0	1	
14	Du Bois, Elvira M	78	89	9	3	0	8	
23	Dagnia, Elizabeth A	70	94	0	7	0	7	
20	Duggan, Elizabeth A	75	86	0	15	0	5	
5	Eisenring, Caroline	85	100	1	0	0	1	
14	Fenner, Allie	78	83	1	17	0	0	Left June 26, '74.
24	Finley, Margaret E	75	85	1	15	0	0	
14	Fulmer, Christina	78	97	1	3	0	0	
2	Grout, Cornelia S	87	100	0	1	0	0	
29	Green, Ella F	55	88	0	13	0	0	
	Hammill, Sarah	Not ex	0	0	101	0	0	Dis. Sept. 7, '74.
20	Jones, Annie E	75	97	0	4	0	0	
3	Jenkisson, Isabella	86	91	0	10	61	0	
1	Kennedy, Charlotte	89	98	0	3	0	2	
3	Lewis, Marion	86	91	3	7	0	0	
20	Mossman, Christina	75	99	0	2	0	3	
11	Morrison, Isabel	80	93	0	8	0	3	
5	Minnerly, Mary E	85	88	6	7	0	0	Left July 1, '74.
14	Oppenheim, Josie M	78	89	11	1	0	0	
14	Robinson, Mary H	78	96	0	5	0	2	
27	Ridgeley, Caroline	69	97	0	4	0	0	
7	Smith, Anna	84	100	0	1	0	0	
14	Schubart, Louise	78	94	0	7	1	2	
24	Sadlier, Charlotte	75	71½	5½	24	2	4	
13	Valentine, Agnes	79	91½	½	9	3	0	
27	Wilkinson, Anna L	66	95½	½	5	0	0	
8	Wilkinson, Francis E	83	95½	4½	2	0	0	
11	Woodbury, Martha E	80	77	11	13	0	8	
	Wood, Alice	Not ex	32	0	69	0	0	

C 1st

Class Standing.	NAME.	Average Scholarship.	No of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
19	Adler, Belle	78	93	7	1	1	8	
15	Aylward, Mary	81	100	1	0	0	1	
3	Barry, Adelaide	89	97	0	4	0	0	
8	Branch, Mary	86	99	1	1	1	0	
22	Burns, Sarah	76	80	19	2	1	4	
33	Carlin, Lizzie	64	93	1	7	0	0	
	Cantwell, Mary	Not ex	0	0	101	0	0	Dis. Sept. 7, '74.
	Connell, Mary	Not ex	26	0	75	0	0	Left July 1, '74.
32	Crawford, Kate	66	96	2	3	1	4	
18	Cronk, Margery	79	97	0	4	0	0	
5	Denzer, Minnie	88	100	1	0	0	0	
7	Donahue, Nellie	86	90	5	6	2	7	
10	Dougherty, Kate	85	91	1	9	0	0	
16	Dugan, Julia	81	98	1	2	1	9	
23	Eccles, Frances	76	101	0	0	2	0	
	Fitzgerald, Mary	Not ex	3	0	98	0	0	Dis. Sept. 7, '74
2	Galligan, Nellie	89	99	0	2	0	0	
9	Gordon, Belle	86	97	0	4	0	0	
4	Greer, Sarah	88	94	5	2	0	1	
	Hennessy, Alice	Not ex	0	0	101	0	0	Dis. Sept. 7, '74
11	Hartigan, Annie	85	94	7	0	0	0	
1	Haslett, Lillie	90	93	0	0	0	0	
27	Hayes, Ella	72	100	0	1	0	0	
6	Hughes, Kate	87	97	4	0	0	0	
	Lynch, Sarah	Not ex	7	0	94	0	0	Dis. Sept. 7, '74
31	Lindberg, Martha	68	94	0	7	1	5	
24	Marston, Jennie	75	90	6	5	0	1	
20	McGrane, Alice	77	97	0	4	1	24	
27	McGowan, Kate	72	70	3	0	0	4	
28	Moore, Cecelia	72	99	0	2	0	2	
34	Morrissey, Lizzie	59	85	2	14	0	1	
25	Michael, Rachel	75	96	4	1	1	0	
29	O'Leary, Anna	70	97	1	3	0	2	
12	Palmatier, Emma	85	95	0	6	0	2	
21	Purdy, Alida	77	101	0	0	0	0	
30	Robisson, Hattie	69	73	3	31	1	2	
13	Saunders, Hattie	84	98	0	3	0	2	
14	Southwick, Hattie	83	94	0	7	14	2	
17	Wetteran, Lizzie	81	94	0	7	0	0	

D 1st.

Class Standing.	NAME.	Average Scholarship.	No. of Days Present.	No. of Days Absent excused.	No. of Days Absent unexcused.	No. of times late excused.	No. of times late unexcused.	
7	Balch, Anna M.	86	62	39	0	0	0	
8	Belter, Josephine	84	91	1	9	0	0	
3	Byrne, Isabella G	91	89	0	12	1	1	
22	Clark, Lottie L	76	79	0	22	0	7	
17	Caragher, Sarah	79	100	0	1	0	0	
21	Clooney, Mary E	77	95	0	6	1	1	
4	Cooper, Cornelia	89	93	0	8	0	1	
	Donaldson, Belle	Not ex	1	0	100	0	0	Dis. Sept. 1, '74.
23	Degez, Martha	75	92	0	9	0	2	
23	Dillon, Mary	75	101	0	0	0	1	
11	Eames, Sarah A.	82	100	0	1	0	2	
18	Fitzsimmons, Annie S.	78	99	0	2	1	12	
1	Flynn, Mary E	95	99	0	2	0	0	
	Golden, Agnes	Not ex	46	0	55	0	5	Left July 1, '74.
14	Gwynne, Eva L.	80	96	1	4	0	2	
23	Jennette, Mary L.	75	96	2	3	0	22	
11	Lane, Marilla F.	82	100	1	0	0	0	
14	Liebers, Sarah	81	101	0	0	0	14	
29	Lonargan, Ellen C.	60	97	1	3	2	17	
27	Lester, Adell C	74	71	9	21	1	0	
10	McMulkin, Matilda	83	101	0	0	0	0	
18	Pangburn, Sarah E	78	89	0	12	1	4	
12	Roylance, Fannie	81	100	0	1	0	0	
	Strachan, Nellie	Not ex	66	1	34	0	1	
6	Seeley, Hattie E	87	94	3	4	0	1	
14	Scott, Frances	80	99	0	2	1	4	
2	Squires, Emily O.	92	93	0	8	0	1	
	Seaman, Ida	Not ex	26	22	53	0	0	
	Stirk, Minnie K.	Not ex	50	0	51	0	0	
18	Twiname, Maggie	79	89	0	12	0	0	
4	Utley, Anna	89	91	2	8	1	0	
23	Vermilyea, Mary	75	100	0	1	0	0	
8	Wing, Clara L.	83	77	6	18	1	3	
28	Zeltner, Matilda	65	98	1	2	0	0	

ADMISSIONS TO THE NORMAL COLLEGE, JUNE, 1874.

No. of School.	NAME.	Per Ct. Admission to the Normal College.	No. of School.	NAME.	Per Ct. Admission to the Normal College.
45	Salingre, Carrie	97	47	Wardwell, Helen	93
45	Tuthill, Ida	97	47	Hobart, Clara C	93
			48	Wade, Mary	93
			50	Terry, Sarah	93
46	Pettingell, Louise	96	50	Sullivan, Bella	93
50	Groth, Lizzie	96	37	Cramer, Anna	93
50	Rhoades, Lizzie	96	45	Carmick, Annie	93
39	Doubleday, Sadie	96	45	Strasburger, Evelyn	93
53	Geraghty, Annie E	96			
45	Robert, Amelia	96			
			64	Haviland, Anna	92
			56	Orton, Isabelle	92
63	Clarke, Susie E.	95	17	Lowenthall, Annie	92
49	Pfenning, Amelia	95	47	Parsons, Minnie	92
56	Gibson, Fannie	95	47	Pitts, Nina	92
50	Erdman, Fannie	95	47	Bernheim, Carrie	92
50	Weigert, Addie	95	47	Fox, Augusta	92
47	Field, Ella	95	47	Hofer, Lizzie	92
47	Julien. Theresa	95	47	Locke, Addie	92
47	Allen, Edna	95	47	Cuyler, Julia	92
41	Favor, Ida Louise	95	47	Boak, Julia	92
63	Hamilton, Caroline.	95	47	Jones, Clara	92
13	Cummings, Mary	95	41	Gould, Sarah	92
50	Davega, Amanda	95	41	Crommelin, Jennie	92
50	Monroe, Belle	95	56	Whitley, Charlotte	92
53	Geraghty, Amelia	95	59	King, Manuela	92
45	Latimer, Kittie	95	56	Ullman, Jennie	92
45	Weiler, Jeannette	95	50	Pickman, Bessie E	92
			53	McGrath, Mary C	92
			53	Holly, Evelyn A	92
50	Stonehill, Cecelia	94	45	Bragg, Louise	92
47	Prince, Addie	94			
47	Brooks, Addie	94			
50	Flynn, Carrie	94	63	Behrens, Emily A	91
53	Mahoney, Frances M	94	47	Van Kleeck, Mary L	91
45	Roome, Belle	94	47	Lee, Nettie	91
49	Woodward, Ella	94	47	Withington, Annie L	91
			41	Bogert, Emma	91
			56	Bruce, Eva J	91
55	Hagen, Mary	93	48	Daw, Jessie	91
47	Whitmore, Jessie	93	50	Reick, Jessie	91
47	Clay, Edwina	93	50	Sullivan, Helen	91
47	Richardson, Louise	93	39	Hendrick, Leonore	91

No. of School.	NAME.	Per Ct. Admission to the Normal College.	No. of School.	NAME.	Per Ct. Admission to the Normal College.
10	Kagel, Meta	91	34	Taylor, Susie B	89
45	Donnelly, Maggie E	91	53	Ahrensbeumer, Helen	89
45	Van Dyck, Cassie L	91	53	Belton, Alice	89
56	Hoyt, Nancy H	91	49	Goldstein, Bella	89
			10	Delaporte, Louise K	89
			19	Doig, Rebecca	89
46	McAllister, Annie	90	2	Bunce, Mary	89
47	Talbot, Mary	90	56	Winans, Margaret E	89
47	Cole, Julia F	90	47	Chellborg, Ida	89
47	Stone, Josephine	90			
47	Lazarus, Alice E	90			
41	Wetherbee, Adella	90	46	Newton, Libbie	88
59	Buttenweiser, Sophia	90	47	Brown, Mary	88
56	Smith, Carrie L	90	47	Imlay, Kate	88
56	Putnam, Anna E	90	47	Stix, Zillah	88
17	Johnston, Barbara	90	47	Solomon, Florence	88
14	Deisher, Kate H	90	47	Jacoby, Sophie	88
50	Fridenberg, Phebe H	90	47	Butts, Bena	88
50	Davidson, Emily E	90	59	Levy, Barbara	88
50	Stonehill, Gloriana,	90	63	O'Neil, Julia J	88
50	Lyon, Rebecca	90	56	Tugwell, Isabella F	88
39	McCulloch, Ida	90	44	Jurges, Marvine	88
87	Kellett, Jennie	90	50	Cassidy, Maria F	88
53	Kelly, Emma S	90	50	Whitefield, Mamie	88
18	Mason, Sarah E	90	39	Smith, Emily L	88
56	Allason, Martha N	90	37	Rück, Hattie	88
56	Wynne, Mary A	90	53	McGiveny, Margaret	88
45	Taylor, Hannah L	90	53	Frost, Deborah Ann	88
8	Ward, Rosa I	90	49	Hallanan, Sadie A	88
3	Treaner, Minnie	90	19	Robinson, Annie	88
33	Fallon, Elizabeth R	90	19	Carroll, Katie	88
			20	Kelsch, Addie A	88
			20	Pollack, Carrie	88
47	Ford, Bella	89	20	Knipe, Jennie	88
47	Lloyd, Carrie A	89	14	Murphy, Kate	88
47	Smith, Mary	89			
47	Phinney, Mamie	89			
47	Steurer, Katie	89	56	Rouse, Corwina	87
41	McComb, Lizzie M	89	37	Borman, Emma	87
59	Richman, Bertha	89	46	Gardner, Lizzie P	87
59	Hollerith, Fannie	89	50	Riley, Annie, C	87
63	Smith, Emily P	89	47	Glassford, Jennie	87
48	O'Neil, Susie	89	47	Leon, Henrietta	87
50	Reilly, Katie L	89	12	Dunn, Kate	87
50	Boak, Ettie S	89	56	Quigley, Kate M	87
50	Fitzgerald, Ella	89	56	Burtis, Susie A	87

No. of School.	NAME.	Per Ct. Admission to the Normal College.	No. of School.	NAME.	Per Ct. Admission to the Normal College.
48	Sayles, Mary	87	37	Guinee, Mary	86
48	Reed, Belle	87	53	Schiele, Virginia	86
48	Nurse, Hattie	87	17	Stanley, Pauline	86
48	Kaufman, Pauline	87	49	Murphy, Mary A	86
56	Higgins, Josephine B	87	45	Dye, Helen V	86
50	Mathews, Maggie	87	4	Tyler, Florence N	86
50	Henry, Eva	87			
50	Babcock, Camilla	87			
37	Baum, Rebecca	87	34	Gardner, Ella	85
37	Hiscox, Ella	87	1	Roche, Kate	85
37	Ford, Katie	87	47	Lathrop, Jessie	85
53	Kamak, Flora	87	47	Blanck, Ettie	85
53	Opper, Laura L	87	47	Doane, Frankie	85
53	Gwynne, Olive B	87	41	Anderson, Minnie	85
10	Hollis, Emma L	87	59	Nauert, Annie	85
10	Mumford, Dora F	87	59	Jones, Minnie	85
17	Redding, Estelle F	87	17	Kapp, Josephine	85
17	Murray, Josephine	87	17	Robinson. Anna M	85
19	Ralph, Hannah	87	17	Schwab, Bessie	85
19	Farley, Emma	87	59	Gildersleeve, Emma	85
2	Lewis, Dora	87	14	Vail, Julia A	85
37	Merritt, Edith	87	50	Baker, Mary E	85
20	Cleator, Alice	87	39	O'Brien, Maggie	85
33	Farrington, Julia E	87	39	Silliman, Annie E	85
18	Peckwell, Julia	87	63	Carpenter, Laura A	85
			53	Metzger, Mary	85
			53	Neuberger, Sophia J	85
19	Kuster, Emma	86	53	Lindheim, Helen J	85
64	De Voe, Emma	86	53	Buscall, Kate R	85
37	Manning, Julia	86	10	Coleman, Clara P	85
50	Nicholson, Mary E	86	19	Todd, Annie	85
47	Hedden, Frankie M	86	2	Albers, Ida N	85
47	Densmore, Florence	86	9	Martin, Emma L	85
47	Hedden, Hattie	86	49	Lindeman, Juliette V	85
47	Griffith, Katie	86	45	Rich, Katie	85
41	Soper, Belle G	86	45	Robert, Belle M	85
59	Leahy, Mary	86	45	Wooley, Mamie	85
17	Nicholson, Agnes N	86	3	Ryno, Hannah	85
59	Larremore, Nellie	86	3	Terhune, Mary L	85
56	Gasherie, Sarah J	86	33	Lloyd, Elizabeth M	85
48	Hanbury, Ella	86			
48	Wier, Hattie	86			
56	Kelly, Mary E	86	47	Bryant, Mary	84
14	Cheesman, Phebe E	86	47	Spedden, Blanche	84
50	Hammill, Sarah A	86	41	Webster, Kittie C	84
50	Bansher, Louise H	86	12	Ivans, Emma	84

No. of School.	NAME.	Per Ct. Admission to the Normal College.	No. of School.	NAME.	Per Ct. Admission to the Normal College.
48	McCullum, Maggie	84	7	Husted, Frankie C	83
48	Clark, Maggie	84	18	Barry, Agnes	83
48	Wilson, Mattie	84			
59	Baruc, Emma	84			
44	Bowker, Henrietta J	84	37	McCarthy, Mary	82
44	Bellman, Agnes	84	41	McGau, Agnes N	82
33	Farlow, Mary	84	41	Smith, Carrie	82
50	Martin, Cora H.	84	41	Fields, Lizzie	82
50	Frankenheimer, Estelle	84	39	Stevens, Emma	82
50	Cregin, Rufina A	84	12	Fitzgerald, Katie	82
50	Munson, Mattie	84	17	Culgin, Jennie E	82
50	Schindler, Marie	84	22	Vollman, Bella	82
61	Sinclair, Nellie C	84	14	Greenfield, Rosa	82
34	Smith, Emily C	84	50	Schenck, Louise	82
53	Griffith, Josephine F	84	39	Tremper, Carrie	82
17	Murray, Nellie C	84	37	Chapman, Lizzie	82
20	Jacobs, Rosa	84	17	De Freece, Zipporah	82
49	Strouse, Sarah	84	34	Rutter, Mary E	82
	Boole, Julia	84	9	Thatcher, Annie	82
56	Doake, Agnes M	84	3	Ketch, Cora	82
20	Houtman, Mary G	84	7	Lichtenstein, Pauline	82
20	Sacher, Laura	84	33	Montrose, Estelle	82
20	Clegg, Emma	84			
33	Deyo, Emma	84			
			10	Quiot, Matilda K	81
			60	Raleigh, Mary	81
41	Finch, Mamie L	83	46	Quigg, Mary E	81
41	See, Adelaide	83	50	Richter, Mary	81
42	Carey, Ella F	83	41	Lawton, Mary E	81
17	Brown, Almira	83	59	Flannery, Delia	81
63	Baker, Mary E	83	43	Haight, Emma E	81
23	Duane, Maggie	83	13	McLaughlin, Mary A	81
44	Hyland, Katie	83	48	Woods, Ruth	81
53	Holly, Julia E	83	48	Hamilton, Henrietta	81
34	Hornstein, Nellie N	83	14	Brown, Carrie J	81
18	O'Donnell, Katie	83	33	Shires, Georgiana	81
49	Ferguson, Minnie	83	63	Huddleston, Henrietta	81
19	Thomas, Lillie	83	39	Grant, Helen C	81
19	Brandt, Emma	83	37	Jones, Lizzie	81
9	Armstrong, Lilia K	83	10	Gardner, Lucy A	81
49	McDonough, Anna M	83	10	Colburn, Katie L	81
49	Birdsall, Eliza	83	49	Dobson, Kate G	81
53	Green, Catharine	83	2	Conrad, Matilda	81
3	Hunter, Louisa E	83	49	Alcott, Laura F	81
45	Frank, Flora	83	49	Burno, Matilda	81
3	Ackerman, Eugenia S	83	17	Whitely, Emma	81

No. of School.	NAME.	Per Ct. Admission to the Normal College.	No. of School.	NAME.	Per Ct. Admission to the Normal College.
17	Coddington, Jennie....	81	17	Birmingham, Jennie...	79
3	Rigby, Lizzie J.....	81	17	Stein, Emma.....	79
3	Conway, Ida F.....	81	23	Duane, Mary Ellen.....	79
7	Bebington, Mary J.... .	81	14	Quidor, Ida Augusta...	79
33	Dawson, Rosanna.....	81	39	De Nyse, Ada.....	79
			39	Murray, Ellie J.....	79
			61	Vandervoort, Sarah F..	79
59	Leahy, Kate.....	80	17	Masters, Maggie	79
3	Renne, Helena.....	80	17	Allen, Katheleen K.....	79
33	Quinn, Catharine.... ..	80	9	Hamilton, Eugenia.....	79
36	Divine, Amelia	80	33	Farrell, Margaret... ...	79
42	Plumb, Susie R.....	80	56	Grant, Emma.....	79
41	Steinhauser, Lulu.....	80	45	Perine, Anna.....	79
59	Hassett, Lilian T... ...	80	7	Riley, Lizzie.....	79
39	Hill, Sophia.....	80	20	Gale, Minnie G...	79
12	McCarthy. Lizzie.....	80			
14	Eastman, Lizzie T.....	80			
44	McGlowne, Sarah J.....	80	8	Sarbach, Lizzie.....	78
50	Holmes, Emma M.....	80	13	Earle, Julia S..... ...	78
27	Williams, Alida S.....	80	60	Potter, Georgiana	78
39	Howe, Jennie W.....	80	13	Thomas, Lizzie A... ...	78
33	Lawrence, Ella S	80	1	O'Connell, Julia V.....	78
10	Ham, Eva.....	80	41	Shiels, Annie.....	78
53	Scallon, Margaret F....	80	*4	Lane, Harriet.....	78
18	Eggert, Louisa.....	80	19	Flynn, Julia E.....	78
10	Shiels, Maggie...	80	17	Dempsey, Lizzie A.....	78
19	Brady, Ella.....	80	17	Meyers, Lilly I.....	78
9	McGreery, Cornelia.....	80	56	Baker, Eva G.....	78
49	Taylor, Mary E...	80	48	Fox, Agnes.....	78
4	Eilau, Jennie.....	80	48	Fleming, Annie...	78
45	LeCailtel, Georgie... ..	80	48	Clifford, Sarah.....	78
3	Wingrove, G. Frances..	80	14	Callahan, Lizzie.....	78
3	Innes, Maggie B.....	80	44	Fields, Annie....	78
3	Harrod, Minnie R.....	80	44	Keating, Mary.....	78
3	Gilmore, Lizzie S.....	80	39	O'Grady, Annie.....	78
20	Hills, Annie R.....	80	21	Kelly, Gertrude.....	78
14	Cowen, Mary C.....	80	18	Markstein, Della.....	78
			18	Young, Mary..	78
			27	Hays, Agnes M.....	78
37	Foggin, Ada.....	79	43	Hidemark Caroline.....	78
47	Brady, Mary.....	79	19	Hogan, Mary.....	78
47	Bartley, Leah..... ...	79	4	Miller, Ida... ..	78
41	Fritz, Mellisa..	79	4	Gedney, Georgiana.. ..	78
41	Beams, Chrissie M.....	79	18	Joyce, Maggie.....	78
41	Brockner, Isabel.....	79	78	Osborn, Cecelia H.....	78
17	Samter, Huldah.....	79	3	Howe, Anostasia.....	78

* Colored.

No. of School.	NAME.	Per Ct. Admission to the Normal College.	No. of School.	NAME.	Per Ct. Admission to the Normal College.
7	Singer, Maggie.....	78	18	Hardy, Annie.....	75
			33	Wright, Jane L.....	75
			60	Getty, Mary M.....	75
1	Hanson, Bella.....	77	46	Bower, Kate L.....	75
18	Kempner, Tenia.....	77	24	Johnston. Maggie.....	75
42	Coe, Alice.....	77	*4	Lane, Mary F.....	75
12	Green, Adelaide.....	77		Palmer, Kate McN.....	75
56	Boir, Elizabeth.....	77	14	McMahon, Kate C.....	75
48	Barnstone, Eva	77	27	Shannon, Bridget G....	75
14	Hartley, Ida H	77	28	Holmes, Augusta S.. ..	75
14	Swainson, Isabel P.....	77	53	Peck, Margaret Annie..	75
27	Fall, Mary A.....	77	49	Rothschild, Carrie A...	75
28	Monoghan, Elizabeth A.	77	18	Dinklespiel, Selina.....	75
28	Glen, Mary A.....	77	3	Sullivan, Maggie.....	75
10	Molter, Emma A.....	77	20	Cornell, Lizzie.....	75
53	Russell, Amelia H.	77	23	Walsh, Ellen.....	75
10	Smith, Sarah M.....	77			
43	DeLamater, Lilian H...	77			
7	Prendergast, Eleanor T.	77	33	Coffey, Kate...	74
20	Lotze, Katie.....	77	18	Heilburn, Emma.....	74
33	Fishell, Emma E.....	77	18	Twaddell, Virginia.....	74
42	Rosenthal, Virginia....	77	62	Burchall, Lucy K.....	74
			18	Conklin, Jennie.....	74
			*4	Craig, Justinia.....	74
13	Brower, Lottie E.....	76	42	Duffy, Alice J.....	74
13	Meyer, Annie.....	76	17	Masterson, Belle.....	74
18	Simm, Annie.....	76	62	Vallender, Mary C.....	74
50	Leonard, Kate, A. S....	76	48	Morrison, Belle.....	74
41	Dupignac, Rebecca.....	76	61	Talbot, Laura B.....	74
41	Teas, Mary M.....	76	66	Lewis, Mary L.....	74
12	Fuselehr, Lena.....	76	27	Lockhard, Anna J.....	74
42	Anchell, Hannah.....	76	2	Fitzpatrick, Blanche...	74
42	Glass, Betsey.....	76	33	Farrell, Sarah E	74
17	Gregory, Hattie.....	76			
17	Donohoe, Maggie E....	76			
30	Beatty, Annie.....	76	33	Stewart, Rebecca.	73
65	Gratacap, Addie E.....	76	17	Blaney, Nellie..... ...	73
65	Butler, Eliza J...	76	65	Norton, Hettie H.....	73
10	Cook, Minnie M.....	76	8	Kelly, Kate.....	73
10	Collins, Jennie L.....	76	10	Quantrel, Emma	73
49	Walsh, Annie G.....	76	18	Beckwith, Emma	73
17	Lazarus, Anna H.... ..	76	23	Morrison, Ellen..... .	73
3	Ostrom, Kate E.....	76	13	Bernhardt, Frances ...	73
3	Buckley, Anna E.....	76	48	Schroeder, Emma... ..	73
33	Monroe, Harriet.....	76	27	Sheridan, Mary E.....	73
10	Glennon, Katie	76	30	Boniface, Rachel.....	73

* Colored.

No. of School.	NAME.	Per Ct. Admission to the Normal College.	No. of School.	NAME.	Per Ct. Admission to the Normal College.
66	Lewis, Maggie	73	61	Armstrong, Edith	71
34	Poinier, Bella W	73	34	Tice, Sarah	71
33	Quinn, Mary	73	10	Stackpole, Lizzie A	71
19	Potter, Marie	73	49	Cosgrove, Annie	71
3	Morrow, Ida	73	18	Wohlfenstein, Hattie	71
20	Levene, Jennie	73	4	Silverstetter, Rosa	71
25	Richardson, Ida F	73	33	Ball, Letitia	71
27	Robinson, Mary	73	33	Curran, Matilda	71
27	Carbeny, Annie	73	39	Kessler, Carrie F	71
	Stobo, Susie E	73	18	Baroun, Agnes	71
			18	Meehan, Bergia	71
			8	Peeler, Lena A	71
8	Crawford, Adela A	72	42	Thornton, Henrietta C	71
27	McGuire, Mary E	72	19	Dugan, Maggie	71
13	Boyle, Mary E	72			
60	Thurber, Emma	72			
33	Coughlan, Salome	72	24	Steinthal, Sarah	70
9	Sarles, Mary E	72	*4	Helmsley, Isabella	70
1	Muratori, Teresa	72	18	Soloshinsky, Jennie	70
41	Seixas, Estelle K	72	41	Taylor, Laura E	70
46	Gardiner, Zelia T	72	62	Schaetler, Carrie A	70
39	Murray, Ella	72	*3	Hopper, Isabella	70
42	Cohen, Minnie	72	27	McAuliffe, Ellen J	70
30	Cafferata, Fannie	72	27	Doncourt, Cordelia H	70
48	Biegel, Gertrude	72	49	Lewis, Kate F	70
27	Aylward, Kate A	72	18	O'Connor, Agnes	70
27	Benson, Mary E	72	3	Buell, Ida M	70
21	Bell, Frances E	72	17	Harrington, Frankie	70
65	Eagan, Bridget	72	27	Evans, Annie	70
61	Brodhead, Susie E	72	33	Harris, Lily	70
28	Leighton, Mary A	72	60	Lutterloh, Ida	70
18	Riley, Katie	72	37	Gates, Fannie	70
17	Sleight, Lillie M	72	1	Downey, Emma	70
33	Edwards, Eliza	72	18	Murphy, Kate	70
33	Haslett, Margaret	72	18	Hornthal, Leah	70
33	Geis, Mary A	72	*4	Wester, Kate	70
			46	Kirkland, Mary J	70
			42	Rosevelt, Laura H	70
10	McCabe, Delia A	71	42	Appelles, Josephine E	70
37	Smith, Ellen	71	23	Ford, Jane	70
42	Coe, Emily	71	30	Van Theil, Eleanor	70
39	Bull, Minnie	71	48	O'Connor, Nellie	70
48	Dimond, Kate	71	48	Franklin, Fannie	70
14	Walsh, Mary T	71	48	Gass, Jennie	70
*3	Gross, Louisa A	71	14	Boese, Kittie	70
21	Hatter, Ella	71	*3	McCrea, Angeline	70
21	Connolly, Elizabeth	71	43	Cohen, Isabella A	70

* Colored.

No. of School.	NAME.	Per Ct. Admission to the Normal College.	No. of School.	NAME.	Per Ct. Admission to the Normal College.
27	Jacobs, Rosa.....	70	4	Brummell, Addie.....	70
27	Kugleman, Emma.....	70	24	Nehrbas, Lizzie.....	70
54	Davies, Kate.....	70	3	Sheffield, Josephine....	70
21	Sheridan, Agnes.... ..	70	3	Colegate, Amy B.....	70
21	Losea, Ella....	70	20	Gedney, Grace	70
21	Hughes, Minnie.....	70	14	Williams, Jennie.....	70
21	Eagan, Meatrice.....	70	14	McGovern, Kate.....	70
65	Burkhout, Louisa.....	70	1	Moloney, Annie.....	70
66	Murray, Alice J.....	70	1	Fitzgerald, Kate.....	70
10	Perkins, Lillie F.....	70	19	Toal, Ellie.....	70
34	Wheeler, Sarah E.....	70	30	McGovern, Mary.....	70
49	Hughes, Mary G.....	70	30	O'Neil, Emma.....	70
19	Knowlton, Lillie.....	70	21	Fedar, Sarah.....	70
19	Eichler, Clara.....	70			

COURSE OF INSTRUCTION

PRESCRIBED FOR

GRAMMAR SCHOOLS.

EIGHTH GRADE.

Reading—Of the grade of a Third Reader (first half), with a review of punctuation, Roman numbers, and elementary sounds; and with exercises on the subject-matter of the lessons.

Spelling—From the reading lessons, with miscellaneous words, and words derived therefrom; also exercises in writing words and short sentences from dictation. Particular attention to be given to the use of capitals.

Definitions—From the reading lessons, to teach the meaning of the words, with illustrations by forming sentences; in no case to be committed to memory and mechanically recited.

Mental Arithmetic—As far as in written arithmetic, to include exercises in the analysis of operations and examples, and in rapid calculation without analysis.

Written Arithmetic—Through the simple rules and Federal money, with practical examples.

Tables of weights, measures, etc., reviewed, with practical illustrations and simple applications.

Geography—Primary Geography, including the general outlines, with definitions and illustrations, by means of the globe, of the form, magnitude, and motions of the earth, zones, etc.

Elementary Science—By oral instruction in the qualities and uses of familiar objects, such as articles of clothing, food, materials for building, etc.; also a knowledge of geometrical forms, with illustrations on the black-board and by models.

SEVENTH GRADE.

Reading—Of the grade of a Third Reader (latter half), with exercises as in the Eighth Grade.

Spelling and Definitions—From the reading lessons, with exercises in miscellaneous words and sentences, as in the previous grade.

Mental Arithmetic—As far as in written arithmetic, with exercises in analysis and calculation.

Written Arithmetic—A review of Federal money; common fractions commenced; simple operations to be taught, with practical applications, avoiding difficult or complex examples.

Tables of weights and measures reviewed and applied.

Geography—Outlines of North America, including the United States and West Indies, with the descriptive geography of those countries; only conspicuous or important localities to be taught; elementary definitions and illustrations continued, with the addition of latitude and longitude.

Elementary Science—By oral instruction; the qualities and uses of familiar objects; also an outline knowledge of zoology.

SIXTH GRADE.

Reading—Of the grade of a Third Reader, with the exercises of the preceding grade; particular attention to be given to clearness of articulation and naturalness of intonations and general style.

Spelling—Oral and written as in preceding grades.

Definitions—As in the preceding grades, with easy exercises on the prefixes and suffixes, and their applications.

Mental Arithmetic—As far as in written arithmetic, with exercises, as in the preceding grades; also practice in the application of the arithmetical tables.

Written Arithmetic—Through common fractions with their simple applications; including also a review of Federal money, and practice in the simple rules to secure rapidity and accuracy.

Geography—Of the United States in detail; localities as in the preceding grades, with a brief description of each State and Territory.

Elementary Science—By oral instruction. The uses and qualities of familiar objects continued; also an outline knowledge of botany, including the general structure and common uses of plants.

FIFTH GRADE.

Reading—Of the grade of a Fourth Reader (first half), with the exercises of the preceding grades.

Spelling and Definitions—From the reading lessons, as in the preceding grades.

Mental Arithmetic—As far as in written arithmetic, with exercises as in the Sixth Grade.

Written Arithmetic—Through decimals, with practical applications in both common and decimal fractions, and their conversion one into the other.

Geography—Local and descriptive, through South America and Europe; the topics of the preceding grades to be occasionally reviewed in outline.

Elementary Science—By oral instruction. The uses and qualities of familiar objects; also an outline of mineralogy, illustrated by specimens.

FOURTH GRADE.

Reading—Of the grade of a Fourth Reader (latter half),

with particular attention to emphasis, intonation, and naturalness of expression.

Spelling and Definitions—As in the preceding grade.

Mental Arithmetic—A review of the preceding grades, with exercises in calculation and analysis.

Written Arithmetic—Through denominate numbers and fractions, with practical applications.

Geography—Local and descriptive, through Asia, Africa and Oceanica; localities as in the preceding grades.

English Grammar—To include the analysis, parsing and construction of simple sentences, and with such definitions *only* as pertain to the parts of the subject studied.

History of the United States—The early discoveries and the outlines of Colonial History to 1753; important events only to be taught, with such dates as are especially requisite for a complete understanding of the subject.

Elementary Science—By oral instruction; the topics of the preceding grades continued and reviewed, and, in addition, the simple outlines of Physiology and Hygiene.

THIRD GRADE.

Reading—Of the grade of a Fourth Reader, continued, with exercises as in the preceding grades.

Spelling—From the reading lessons, with exercises in writing miscellaneous words and sentences, and in the analysis and construction of words, according to the rules of spelling. *Definitions* from the reading lessons.

Mental and Written Arithmetic—Commercial, through percentage, interest, and profit and loss. Problems to be chiefly such as involve the ordinary business transactions.

Outlines of Physical Geography.

English Grammar—Continued, with the analysis, parsing, and construction of easy, complex and compound sentences; also, writing short compositions, under the inspection of the teacher.

History of the United States—From 1753 to 1789; the outlines of the Revolutionary War to be taught, and the events which led to the adoption of the Constitution.

Natural Philosophy—Including the simple outlines of the mechanics of solids, liquids and gases. A simple text-book to be used.

SECOND GRADE.

Reading—Of the grade of a Fifth Reader, with spelling and definitions as in the Third Grade.

Etymology—With the analysis of words and their formation from given roots.

Mental and Written Arithmetic—A review of the business arithmetic of the preceding grades, together with Exchange, Equa-

tion of Payments, Partnership and Proportion; problems as in the preceding grade.

English Grammar—Continued, with analysis, parsing and construction, and the correction of false syntax; also composition. The exercises in analysis to be such only as are required to show the general structure of sentences.

History of the United States—Outlines completed; events and dates as in the preceding grades.

Astronomy, elementary—The solar system, with an explanation of the ordinary phenomena. A simple text-book to be used.

Natural Philosophy—Simple outlines completed, to include the simple facts and phenomena pertaining to Sound, Heat and Light, Magnetism and Electricity.

FIRST GRADE.

Reading and Spelling—Continued.

Arithmetic—Mental and written, continued, with mensuration.

English Grammar—Continued, with composition, the latter to include impromptu exercises. Practice to be afforded in letter-writing, with instruction as to folding, directing, etc.

Algebra—Through simple equations.

General History—The outlines of Ancient and Modern.

Elementary Book-keeping—(for Male Grammar Schools.)

A review of *Geography* and the *History of the United States*, (to prepare candidates for admission into the New York or Normal College.)

With the consent of the Committee on Course of Study, etc., and on the recommendation of the City Superintendent, one or more of the following studies may be pursued in addition to the above as a part of the First Grade; namely, Astronomy, Geometry, Book-keeping, Constitution of the United States. But no additional studies shall be pursued with the view to prepare pupils for admission into any other than the introductory class of the Normal or New York College.

By the same authority any one of the following may also be introduced as a special department of instruction, in place of the review prescribed above:—

1. Phonography and Engrossing.
2. Book-keeping, Business Operations and forms.
3. Needle-work, including plain sewing and embroidery; pattern-making.
4. Drawing, Architectural and Mechanical; Designing.
5. Telegraphy.

But no class shall be formed in any of said studies, unless the number of pupils to pursue the same shall exceed twenty.

Penmanship and Drawing shall be taught in each grade of the above course. Instruction in *sewing* may be given to the pupils of the Female Schools.

Exercises in writing sentences, paragraphs, etc., from dictation, shall be given in each grade, and the pupils, in all the grades,

shall be trained in the correction of language, and taught to avoid common errors of speech.

The oral lessons in the different departments of science prescribed for the several grades shall be given with especial thoroughness and regularity, and daily if practicable, the number of lessons in each week being in no case less than three. These lessons shall be such as will train the pupils in habits of observation and reflection, as well as impart useful knowledge.

REVIEW TO PRECEDE AN EXAMINATION FOR PROMOTION.

Every examination for promotion to a higher grade shall be preceded by a thorough review of all the studies pursued in the grade from which said promotion is to be made.

REGULATION OF STUDIES OUT OF SCHOOL.

No lesson shall be given to a pupil to be learned out of school until it shall have been sufficiently explained and illustrated by the teacher to the class; nor shall the lessons be such as to require a period of study each day, in the case of a child of average capacity, longer than two hours. Exercises in grammatical analysis and parsing, and written and mental arithmetic, shall *not* be assigned for home study, except to pupils in the first grade.

On the last Friday of each month there shall be in every class of each course a general review of all the studies of the previous month, at which review all text-books shall be laid aside by teachers and pupils.

No public exhibition requiring special preparation shall be given in any school or department, if at all, oftener than once during each year, except by permission of the Board of Trustees; and no public exhibition or entertainment shall be given outside the school building without the consent of the Board of Education.

MUSIC, DRAWING, FRENCH AND GERMAN.

Exercises in vocal music, and instruction in musical notation and drawing, may be given in each Primary and Grammar School. Drawing, with exercises in perspective, and the delineation of objects, shall be taught in the Grammar Schools in the Third, Second and First Grades.

Whenever a sufficient number of parents or guardians, in any ward, shall desire it, the Trustees of said ward shall introduce the study of the German language as a part of each grade of the regular Course of Studies of the Grammar Schools; but said language shall be taught by the regularly appointed teachers, or by one or more of such teachers, designated to give exclusive instruction in this branch.

Whenever the study of German shall be thus introduced into any Grammar School, and it shall be found that none of the regular teachers in the ward are competent to give instruction in this branch, a provisional teacher may be employed in such school for this purpose, at a salary not to exceed the average allowed for assistants, male or female respectively, in Grammar Schools, until, by the occurrence of a vacancy in any of the Grammar Schools of the ward, a regular teacher may be appoint-

ed with the qualifications required for giving instruction in German, and thereafter only the usual number of teachers shall be permitted. The services of special teachers of German not employed under this by-law shall be dispensed with.

Whenever the study of German shall have been introduced as above, it shall be pursued in the several grades according to the Course of Studies prescribed by the Board; and pupils shall be required to show the proficiency assigned to each grade before being promoted to a higher grade, or passed for graduation.

1. On application of the Board of Trustees in any ward to the Committee on Course of Study and School Books, instruction in the French language may be given in classes of the first and second grades of the Grammar School course, by teachers specially appointed, if necessary, for that purpose, said teachers to be paid in accordance with Sec. 39 of the By-laws.

The City Superintendent, under the direction of the Committee on Teachers, shall be authorized to confer special licenses to teachers of German in order that they may be employed to give exclusive instruction in said language; and when so employed they shall take such rank among the other regular teachers as may be assigned to them by the Trustees.

1. The Principals of the Schools shall examine all their classes in the prescribed branches of study at least twice a year, namely, immediately before each regular promotion, and record the results of the same in a book kept for that purpose. A report of all such examinations shall be sent to the City Superintendent, who shall have it recorded in a book kept for that pur-

pose. The adjectives to be used by the Principals in such examination shall be the same as those made use of by the Superintendent under these By-laws.

2. Whenever any school is visited for examination by the City Superintendent, or any of his assistants, it shall be the duty of the Principal of said school to provide the examiner with a statement showing the number of pupils on record in the class, the length of time in it, their age, the studies pursued, the progress of the pupils therein, and such other facts as he may deem requisite to enable him to form a correct estimate of the efficiency of the instruction imparted.

3. The reports made to the Board of Education of the result of such examination shall state in what manner the Principal and other teachers have discharged their duties, the attendance of the teachers, the character of each class in its respective grade, as *excellent*, *good*, *fair*, *indifferent* or *bad*; the general order and efficiency of each school, together with such other facts as may be deemed necessary or important.

4. Records of the results of such examinations shall be kept in the Superintendent's office, and transcripts from the same with regard to each school shall be sent without delay to the respective Board of Trustees.

COURSE OF INSTRUCTION

PRESCRIBED FOR

PRIMARY SCHOOLS.

SIXTH GRADE.

Reading and Spelling—Familiar words from black-board and chart; also *spelling* such words from dictation. The printed words to be associated with their meaning by means of conversations with the children.

Elementary Sounds—Vowels and simple consonants, for training the organs of hearing and speech.

Number—Counting and adding balls on the numeral frame, by ones to 100, and by twos and threes to 50; also counting other objects.

Arabic Figures—From 1 to 100, to be read at sight; from 1 to 20, to be written on slates.

Object Lessons—*Form*—Lead the pupils to observe, in various objects, the shape of the square, oblong, cube, ball, cylinder, and

then to name these shapes; also to distinguish the different shapes of corners. The terms straight, crooked, and curved to be taught by their application to objects, lines, etc.

Common Objects to be shown and their most obvious parts, shapes and uses observed by the children.

Color—The six principal colors, by means of color-cards and other objects.

Human Body and familiar *Animals*—The principal parts; also the special organs of sense to be pointed out and named.

☞ Each exercise, in object lessons, to be conducted with a view to form habits of attention and careful observation through the use of the senses.

Drawing and Printing on Slates—Making dots and small crosses in rows; drawing lines; and printing letters.

N. B.—The exercises of the Sixth Grade should not be continued upon the same subject longer than fifteen minutes at one time.

FIFTH GRADE.

Reading—From the black-board, charts, and Primer. The words to be distinctly pronounced in an easy tone of voice. *The meaning of the words* to be made plain by conversations, and by their use in short familiar phrases or sentences.

Punctuation—Names and uses of the period and question mark.

Elementary Sounds—The pupils to recognize and make the principal vowel sounds in monosyllables; also to make the consonant sounds separately.

Spelling—Words from the reading lessons; also other familiar words.

Number—*Counting* and *Adding*, with and without a numeral frame, by threes, fours, and fives to 100; *adding*, separately, the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, to all numbers below 20; *subtracting* twos, threes, fours, and fives from numbers below 10.

Arabic Figures—Numbers of three figures (100 to 999) to be read at sight, without numeration; also to be written on slates from dictation.

Roman Numbers—I, V, and X, with their combinations to XXXIX; pupils to be taught how to tell the time of the day, from the face of the clock.

Object Lessons—Continue the exercise of the Sixth Grade, and in *Form*, lead the pupils to observe, in various objects, the shape of the rhomb, ring, circle, and then to name these shapes; also to distinguish the wave line and spiral line.

Common Objects—Their obvious parts, uses and shapes to be distinguished by the pupils.

Color—The pupils to point out the six principal colors in color-cards, articles of dress, flowers, and other objects.

Human Body and familiar *Animals*—Parts and uses of the limbs; the organs of sense; the names and uses of familiar animals.

Drawing and Printing on Slates—Connect dots with lines; draw sharp, square, blunt, and round corners; also lines in given shapes. *Print* words on slates. *Write* small, simple script letters on slates.

N. B.—The exercises of this grade should not be continued, upon the same subject, longer than twenty minutes at one time.

FOURTH GRADE.

Reading—In a First Reader. The articulation to be distinct. The pupils to tell, in their own language, what they have been reading about in the lessons.

Punctuation--Names of the comma, semicolon, period, question-mark, and exclamation-mark.

Elementary Sounds—The sounds of letters in words of one syllable, to give flexibility to the vocal organs.

Definitions—The meaning of words to be shown chiefly by their use in phrases or short sentences.

Spelling—Words from the reading lessons, and other words familiar to children.

Arithmetic—*Numeration*—Reading and writing numbers, through six places (100,000); also *adding* single columns of ten figures.

Mental Arithmetic--Adding, with and without a numeral frame, by sixes, sevens, eights, nines, and tens to one hundred;

also *subtracting* twos, threes, fours and fives from numbers below thirty; also simple practical questions in *addition*. *Oral Drills* for rapid combinations of two or more numbers, one of which should be less than ten, the other less than one hundred.

Roman Numbers—I, V, X, L, and C, and their combinations below one hundred.

Object Lessons—Review the Fifth Grade, and, in *Form*, lead the pupils to distinguish, in various objects, and name the shapes rhomboid, semi-circle, crescent, cone, sphere, and hemisphere; also the positions of lines, as slanting, vertical, horizontal, and the terms surface and face.

Objects and Qualities—The principal parts, shape, color, and uses of common objects to be distinguished by the pupils. The terms sticky, slippery, brittle, tough, porous, transparent, opaque, etc., to be illustrated.

Color—Primary and secondary colors to be distinguished; also shades and tints, as dark and light colors.

Human Body—Parts of the arm, hand, foot, head, etc., and their uses.

Animals—Those used for food; what the flesh is called; wild and tame animals to be designated.

Drawing *and* Slate Writing—Straight lines to be drawn in various combinations; lines to be divided into equal parts; also plane figures to be drawn, as squares, oblongs, triangles, rhombs, and rhomboids.

Writing—Simple words, without capitals, to be written on the slate.

N.B.—The exercises of this grade should not be continued, upon the same subject, longer than twenty-five minutes at one time.

THIRD GRADE.

READING—The last half of a First Reader, or the first of a Second Reader. The tone of voice to be natural. The pupils to tell, in their own language, what they have been reading about.

Punctuation—The uses of the hyphen, apostrophe and quotation marks.

Elementary Sounds—The sounds in words of one syllable to be given, and silent letters mentioned.

Definitions—The meaning of words to be given, chiefly by their use in phrases or short sentences.

Spelling—Words from the reading lessons, and other familiar words; also writing short words from dictation.

ARITHMETIC—*Numeration* through nine places; also writing numbers through 100,000,000. *Addition*, on slates, examples of two, three, four, and five lines through millions; also, two, three and four columns of eight or ten figures each.

Mental Arithmetic—Simple, practical questions in addition and subtraction. *Oral Drills* for rapid combinations of numbers.

Roman Numbers—Their combinations to 200.

Multiplication Table—Through 6 times 12.

Object Lessons—Review the previous grades, and add, in *Form*, parallel lines, perpendicular lines, acute angle, obtuse angle, right angle, triangles, prisms, pyramids, circumference, diameter, ellipse, plane and curved surfaces.

Objects and Qualities—The principal parts, shape, color, uses, and materials of common objects to be distinguished. The qualities—elastic, flexible, liquid, solid, combustible, absorbent, etc., to be illustrated.

Comparative Size—The terms large and small, long and short, thick and thin, wide and narrow, deep and shallow, tall and short.

Color—The common names of the prominent colors, shades and tints.

Human Body—The principal bones.

Animals—Their movements, their food; also the common classes, as beasts, birds, fishes, reptiles, insects.

Plants—Names of common trees, plants and flowers; also of common fruits and grains. The principal parts of trees to be mentioned.

Drawing and Writing—Drawing plane figures, also lines in given positions; lines to be divided into three equal parts.

Writing—Simple words; the formation of capitals; also, how to write the pupil's name.

N. B.—The exercises of this grade, upon a single subject, should not exceed thirty minutes at one time.

SECOND GRADE.

Reading—In a Second Reader. Special attention to be given to the use of conversational tones in reading. The pupils to tell, in their own language, the subject matter of the lesson.

Punctuation—The common use of the principal marks; also the use of *italic* letters.

Elementary Sounds—Sounds of words in common use to be given, with exercises for correcting indistinct enunciation.

Definitions—The meaning of words in the lesson to be given, chiefly by their use in phrases and short sentences.

Spelling—Oral and written—Words from the reading lessons; also other common words.

Arithmetic—*Addition* and *subtraction*, with practical examples. *Multiplication*, with multipliers from one to twelve, inclusive.

Mental Arithmetic—Addition, subtraction, and multiplication with practical questions. *Oral Drills* for rapid combinations of numbers.

Roman Numbers—Completed.

Multiplication Table—Through 12 times 12.

Common Tables—United States Money, Time, Liquid, and Dry Measures, and Common Weight (Avoirdupois), taught by illustrations, and as far as possible by the use of objects.

Object Lessons—Review and continue the topics of the Third Grade, and add, in *Form*—pentagon, hexagon, heptagon, octagon, nonagon, decagon, arc, radius; forms to be described, also common objects, by their shape.

Objects and Qualities—The shape, size, color, uses, materials, and qualities of objects, and where obtained, the qualities, soluble, fusible, congealed, fibrous, pungent, astringent, odorous, fragrant, etc., etc., to be illustrated.

Size—Measures from one inch to one yard, with exercises in judging of these lengths.

Color—Exercises for leading the pupils to notice colors that harmonize or look well together.

Human Body—Names and uses of the organs of sense; also the uses of the bones.

Animals—Where found; their uses, habits, structure, and common classes.

Plants—Their parts and uses; kinds used for food; fruits, grains, and nuts used for food.

Occupations—Trades, tools, productions, commodities, etc.

Place and Direction—The pupils to be led to notice and describe the relative position of objects in the school-room.

Drawing and Writing—Simple lessons in drawing from copies or objects.

Slate-writing—Words and short sentences to be written from dictation; capitals to be used.

Pen-writing—The small letters in the order of their simplicity; also simple words. Each child to be taught to write its name, with its age and the date.

FIRST GRADE.

Reading—Lessons of the grade of the last half of a Second Reader. The expression to be natural. The pupils to state, in their own language, the subject matter of the lesson.

Punctuation—Reviewed.

Elementary Sounds—Words to be analyzed by sounds; the names of sounds given; faults of enunciation corrected.

Definitions—The meaning of words to be given, chiefly by their use in phrases or short sentences, oral or written.

Spelling—Words of the reading lessons; also familiar words and short sentences from dictation, orally, and by writing on slates.

Arithmetic—*Addition and subtraction* reviewed; *multiplication* extended to multipliers of four figures; *division*, both long and short forms, with divisors from 2 to 25. Practical examples to be given in each of the rules.

Mental Arithmetic—Division; also reviews in each of the rules, with practical examples.

Oral Drills—Continued.

Roman Numbers—Reviewed.

Division Table—Taught in connection with a review of the multiplication table.

Common Tables—Review those of the Second Grade, and add Long, Cloth, and Surface Measure; also a miscellaneous table.

Object Lessons—Review and continue the topics of the Second Grade. The shapes of objects to be compared, and their resemblances and differences stated.

Descriptions of Objects—Objects to be described by their shape, color and obvious qualities.

Properties of Objects—The properties which distinguish minerals, vegetables, and animals, to be illustrated.

Human Body—Review the lessons of the previous grades, and add structure, and uses of the skin, food, etc.

Animals—Their habits, and the adaptation of their structures

to their habits; also a simple classification of common animals by their structure, as animals with hoofs, claws, webbed feet, etc.

Occupations—Exercises to give the pupils habits of observing and describing common productions, commodities, etc., also to give them ideas of the exchange and sale of these.

Geography—*First*, teach the points of the compass; then the location and direction of the most prominent objects near the school, and of the principal places in the city and its vicinity.

Second—The definitions relating to the forms of land and water, from cards, blackboard and outline maps.

Third—The name of the city, state, and country in which the pupils live, and of the places in the vicinity of the city, with the location of the country shown on a globe and upon outline maps. Teach the shape of the earth, and the location of the principal countries of the world by means of a globe and hemisphere maps, and by associations with their most familiar animals, productions, and inhabitants; also the location of the warm and the cold countries.

Drawing and Writing—Drawing continued as in the Second Grade.

Slate-writing—Continued, with the use of capitals, period, hyphen, and question-mark. Writing sentences from dictation.

Pen-writing—Writing in books, from copies. The name of the pupil, and the date, to be written on the last line of each page as it is completed.

General Directions relative to Instruction in the several Grades of the Primary Course.

Manners and Morals—Such instruction should be given daily to the children of all the grades as will foster a spirit of kindness and courtesy toward each other, a feeling of respect toward parent and teacher, and a love of cleanliness, order, law, and truth. The reading lessons and the ordinary incidents of the school-room may be made the means of inculcating the great moral truths common to all well-ordered minds.

Children learn to love and practise kindness, neatness, truthfulness, and politeness by observing these traits in those around them. It is, therefore, exceedingly important that the teacher should present living illustrations of these qualities by her own conduct before the pupils during all her intercourse with the class.

Social relations, the dependence of each individual upon his neighbor—the necessity of labor—the benefits of society and government, should be illustrated and taught by means of easy and familar lessons suited to the age and capacity of the children. As the development of the moral nature is of greater importance to the welfare of the individual and the community than any other part of education, no opportunity should be omitted for training children in such habits as will cause them to grow up truthful, honest, self-governing, and law-abiding citizens.

Physical Training—The pupils should be exercised daily in such a manner as to expand the lungs, develop the muscles, and impart an easy and graceful carriage to the body. Calisthenic

exercises, to the utmost practicable extent, should be employed for the attainment of these objects.

Vocal Music—Instruction in vocal music shall be given to the pupils in every grade.

Size of Class—No class shall contain more than seventy-five pupils.

Time Devoted to Recitation, Study, etc.—No class in the Primary Course should be required to spend more than half an hour, at one time, upon the same exercise.

Writing and Drawing—Writing on slates shall be made a daily exercise. An exercise in writing with the pen shall be given twice a week, in the grades where it is prescribed. A lesson in drawing shall be given at least once each week, in all the classes.

Use of Pencils and Pens—The pupils shall not be allowed to write with short pencils. Particular care must be taken as to the methods of holding both pencil and pen, also to the position of the body while writing.

Study at Home—The classes of the first and second grades may be assigned a short lesson each day for study out of school; but such lesson shall not be so long as to require a child of ordinary capacity more than half an hour to learn it. The chief object of these lessons should be to train children in habits of study and self-reliance.

No books shall be taken home, nor lessons given to be studied after school hours, in any class below the second grade.

IN PRIMARY SCHOOLS, NO LESSONS TO BE STUDIED AFTER SCHOOL HOURS.

In the Primary Schools, no lessons shall be given the pupils to be studied after school hours, nor shall any text-book be taken from the schools, except by the pupils of the first and second grades.

PROMOTIONS FROM PRIMARY SCHOOLS, HOW AND WHEN MADE.

Promotions shall be made from the Primary to the Grammar Schools semi-annually, and not oftener, except by the written permission of the City Superintendent; and no pupils shall be promoted from any Primary School, unless examined in all the studies prescribed for the First Grade of the Course of Instruction for Primary Schools, and found qualified by the Principal of the Department into which the promotion is to be made; and when so found qualified, such pupils shall be promoted without delay. Pupils may be transferred from the Primary to the Grammar Schools before completing the First Primary School Grade, with consent of the Committee on Course of Study and School Books, and on the recommendation of the City Superintendent, to whom application may be made by the Trustees in any Ward, showing that said transfer is necessary in order to relieve the crowded condition of any Primary School, and to supply vacancies in the classes of the Grammar Schools. Pupils thus transferred to any Grammar School shall, however, be taught in the Primary Grade until regularly promoted from the same, but may be counted as a part of the regular attendance of the Grammar School.

COURSE OF INSTRUCTION

IN THE

GERMAN LANGUAGE

The following shall be the course of instruction in the German language, to be pursued in connection with the several grades of the Grammar School course, in the schools in which the study of said language may be introduced; and whenever said course shall be pursued, such additional time shall be given to each grade as may be required to enable the pupils thoroughly to complete the progress prescribed for that grade.

SEVENTH AND EIGHTH GRADES.

The Alphabet, both printed and script, with simple exercises in reading and writing, by dictation and by copying.

Oral translation of simple sentences in German and English, including subjects and predicates of various forms, with instruction in the use of the *article*, and the *present tense* of *regular verbs*, and of the verb *sein*.

Colloquial exercises, in the same.

SIXTH GRADE.

Reading and *writing*, by dictation and copying, continued; *oral* and *written translation* of simple sentences in German and English, including subject, predicate, object, and simple adjuncts, with instruction in the *gender*, *number* and *case* of *nouns* and *pronouns*, the present and past tense of regular verbs, and of the verbs *sein* and *haben*.

Colloquial exercises, by the use of familiar sentences.

FIFTH GRADE.

Reading and *writing* continued, as in the preceding grades.

Oral and *written translation* of simple sentences in German and English, including phrases, and the use of the preposition; also of easy compound sentences, with instruction in the declension and comparison of adjectives, the declension of pronouns, and the conjugation of the indicative mood of regular verbs, and of the verbs *sein* and *haben*.

Colloquial exercises, adapted to the progress of the pupil.

FOURTH GRADE.

Reading and *writing* continued as before.

Oral and *written translation* of simple and compound sentences in English and German, affording practice in the case of nouns and pronouns, the tenses of the indicative and imperative moods of regular verbs in both voices, and the use of adjectives and adverbs, with instruction in grammar, as applicable to such sentences.

Colloquial exercises on the same.

THIRD GRADE.

Reading from a German Reader, with translation into English; *writing*, by copying and dictation.

Oral and *written translation* of sentences, in German and English, affording practice in the regular verbs (indicative mood), with instruction in grammar continued.

Colloquial exercises.

SECOND GRADE.

Reading and *translation* from the German reader continued; *memorizing* and *recitation* of select passages; *writing*, by dictation and copying, continued; *oral* and *written translation* of sentences, in German and English, affording practice in the subjunctive mood of regular and irregular verbs; *grammar* continued; German composition commenced.

Colloquial exercises in all the topics of the previous grades.

FIRST GRADE.

Reading and *translation* of select passages; elocution, *oral* and *written translation* of miscellaneous passages in German and English; the *grammar* completed and reviewed; *German Composition* continued, including epistolary and business forms.

Colloquial exercises and conversations on promiscuous topics.

REPORT

OF THE

Superintendent of School Buildings.

OFFICE OF THE SUPERINTENDENT OF SCHOOL BUILDINGS,
NEW YORK, December 31, 1874.

To the Honorable the Board of Education:

GENTLEMEN—The undersigned respectfully presents the following for the Annual Report for 1874, in regard to the school buildings in this city, under your control.

The whole number of Grammar School Buildings owned by the city is 71; ranging in value from $2,500 to $100,000.

The number of Primary School Buildings is 36, ranging in value from $2,500 to $65,000.

One Grammar School and twelve Primary Schools occupy leased premises.

By the annexation of a portion of Westchester County to this city, now known as the Twenty-third and Twenty-fourth Wards, eight buildings occupied by Grammar Schools Nos. 61 to 67 inclusive, and six buildings occupied by Primary Schools Nos. 43 to 48 inclusive, are now all owned by the city, except that occupied by School No. 48, which is leased; these are included in the whole number of buildings before-named.

The building for the Model School has been completed since the date of the last report, and the school is now in successful operation.

During the last summer vacation the usual general repairs were made to the school premises, at a cost of about $50,000.

In addition to the general repairs, the building occupied by Grammar School No. 2, in the Seventh Ward, was greatly improved by the addition of two wings, making eight additional class-rooms; new stone stairways, new heating apparatus, and nearly all new furniture.

The building, as at present arranged, has such increased accommodation, and is so much superior in every respect for school purposes to what it formerly was, that it is quite satisfactory to Trustees, teachers and pupils.

The entire cost of the improvement was about $30,000.

The building of Grammar School No. 45, in the Sixteenth Ward, which had for some years past been subjected to the adverse criticisms of various parties, was, during the past summer,

thoroughly repaired and painted, the old heating furnaces were removed, a separate building was erected for the Janitor's residence, entire new steam heating apparatus was put in—the boilers being placed in the cellar of the Janitor's house; the class-rooms were all re-arranged, and most of them re-furnished; and, taken altogether, the building is now considered equal in all necessary appointments to many others which claim to have all the modern improvements.

The entire cost, including heating apparatus, furniture and Janitor's dwelling, was about $25,000.

The building of Grammar School No. 46, in the Twelfth Ward, which had for some time past been too small to properly accommodate the number of pupils desirous of attending the school, was enlarged by extending the main building without adding to its height.

The addition contains six class-rooms and two teachers' rooms. This improvement has doubled the number of class-rooms, and given the building an improved outward appearance.

The entire cost of the improvements on and about this building was about $8,500.

The building of Grammar School No. 51, in the Twenty-second Ward, was also found wanting in accommodations for the increased and increasing attendance of pupils; to satisfy the wants of the school, another story was added to the building, thereby providing room for about 400 more pupils.

The alterations to the building, the heating apparatus, etc., seem to be entirely satisfactory to the Trustees and all concerned.

The entire expense was about $26,000.

The building of Grammar School No. 66, in the Twenty-fourth Ward, a good brick building, two stories in height, containing only one room in each story, being found entirely inadequate for the proper accommodation of a Grammar School, is now being enlarged by the addition of two class-rooms in each story, and stairway at the rear.

These improvements, when completed, will probably be all that will be needed in this locality for some time to come.

The total cost will be about $6,000.

A new building, intended for a Grammar School for girls, a Grammar School for boys, and a Primary Department for both girls and boys, is in course of erection on the south side of 128th street, between Sixth and Seventh avenues, in the Twelfth Ward.

The site is 150 feet front by $100\frac{5}{12}$ feet deep. The building is 110 feet front and 90 feet deep; it is four stories in height above the cellar; the height of stories and arrangement of rooms being similar to others recently built, except that there are in the first six class-rooms for the use of the Primary Department; additional height being given to these rooms by reducing the height of those immediately above; there are, however, none having less than twelve feet height of story.

This building contains three assembly rooms, thirty-six class rooms, two play rooms, and rooms for the janitor's residence.

The cellar is to be used for the storage of fuel; the boilers for the steam heating apparatus will also be placed in the cellar.

At the date of this report the building is inclosed, and the first coat of plastering is on.

The building, including heating apparatus and furniture, will cost about $100,000, and will be ready for occupation by September next.

Plans and specifications have been prepared, and contracts awarded, for a new building, to be erected on West 54th street, between Sixth and Seventh avenues, in the Twenty-second Ward.

The site is 100 feet front by $100\frac{5}{12}$ feet deep. The building, in its general style and arrangement, is similar in nearly every respect to the new building on 128th street; the site being smaller, the accommodations are necessarily reduced. The cost will be about the same, viz: $100,000.

This building will probably be completed by September, 1876.

A new building is in course of erection for Primary School No. 9, on First street, between First and Second avenues, in the Seventeenth Ward.

The site is irregular in form, a portion on First street, being 25 feet wide by 42 feet deep, the main portion, being in the rear

of the First street lots, is 64 feet wide by 128 feet deep, the whole forming a plot in shape like a cleaver, the First street portion being the handle and the other the blade.

The part of the building on First street will contain rooms for the janitor's residence, three teachers' rooms, two class rooms, and the main hall and entrances to the school rooms.

The main building will contain a large cellar for fuel and boilers, two play rooms on the first floor, an assembly room and four class rooms on the second floor, eight class rooms on the third floor and eight on the fourth floor; making in all one assembly room and twenty-two class rooms, affording accommodation for a school of twelve hundred pupils.

The portion of the building on First street is 25 by 60 feet, the adjoining portion is 45 by 94 feet, with two stairway extensions, each 9 by 28 feet.

The total cost of building, heating apparatus and furniture, will be about $90,000.

During the year premises were leased, fitted up and furnished for Primary Schools, as ollows:

For School No. 37, in the Third Ward, No. 67 Warren street, at an expense of about $5,000.

For School No. 38, in the Twelfth Ward, No. 27 West 124th street, at a cost of $2,000.

For School No. 42, in the Twelfth Ward, 88th street, near Second avenue; cost, about $3,500.

For School No. 33, in the Nineteenth Ward, Nos. 222 & 224 East 75th street; total cost, about $3,000.

For School No. 35, in the Nineteenth Ward, Nos. 955 & 957 First avenue, will be ready for occupation about the 1st of February next; cost, about $5,500.

The building occupied by Primary School No. 19, in the Twelfth Ward, corner Third avenue and 105th street, has been enlarged to double its former dimensions, at a cost of $5,000.

The foregoing includes the more prominent operations in regard to school buildings; the routine business of ordinary repairs to buildings, furniture, etc., being very nearly the same month after month, and year after year, it is not considered necessary to undertake to enumerate the various items in detail; it may be here stated, however, that the repairs of the school buildings, by order of the Boards of Trustees, have been carefully and economically attended to during the past year. As the warming and ventilating of school buildings is under the direct control of the Committee on Warming and Ventilation, and the Engineer, these matters will doubtless be fully treated of in the report of the Engineer; it may not be amiss, however, to state that the present approved method of warming by steam-heated radiators is the most perfect, as a means of warming, of any that have been tried in our school buildings.

As regards ventilation the "doctors" still "disagree;" it is sincerely hoped that the plan proposed last April for obtaining the best scientific and practical information on the subject will soon be adopted.

Another matter which has often been noticed, but which, like ventilation, seems, to be difficult to manage, viz: the overcrowding of class rooms seems to require serious consideration. What constitutes "overcrowding," has, as yet, we believe, not been accurately defined; and until this is done, and done by those who have the power to enforce the rules laid down, it is to be expected that diversities of opinion and of action will prevail. And for "overcrowding" many will endeavor to excuse themselves, as heretofore, under the plea of necessity, which "knows no law.'

It is hoped that all disputed points in regard to ventilation, overcrowding, etc., in connection with school buildings, will soon be satisfactorily settled.

Respectfully submitted,

DAVID I. STAGG,

Supt. of School Buildings.

REPORT

OF THE

Engineer of the Board of Education

FOR THE YEAR ENDING DEC. 31, 1874.

To the Board of Education:

GENTLEMEN—I herewith submit a report showing the operations of my department for the year ending December 31, 1874.

All of the buildings used for public school purposes are comfortably warmed, and, with the exception of Grammar School Buildings Nos. 10 and 65, the heating apparatus is in good order. In these two schools the apparatus now in use will require repairs during the next vacation.

During the past season it was found necessary in many of the school buildings to remove the wood stoves, which had become worthless, and substitute coal stoves in their stead. As a matter of economy, I would recommend that as soon as the wood stoves now in use become unfitted for the purposes for which they were placed in the buildings, that coal stoves be substituted, thereby saving this Board a considerable sum of money in the matter of purchasing fuel.

The cost of placing new apparatus in several schools was as follows:

Model School	$7,100 00
Grammar School No. 2, 7th Ward	6,100 00
" " " 45, 16th Ward	6,975 00
" " " 51, 22d Ward	4,653 00
Total for new apparatus	$24,828 00

The cost of repairing and cleaning the heating apparatus in the schools of the several wards was as follows:

Fourth Ward	$951 00
Sixth Ward	607 00
Seventh Ward	93 00
Eighth Ward	288 00
Ninth Ward	218 60
Tenth Ward	235 00
Eleventh Ward	50 00
Twelfth Ward	1,211 00
Fourteenth Ward	195 00
Fifteenth Ward	453 80
Sixteenth Ward	1,271 68
Seventeenth Ward	458 00
Eighteenth Ward	1,768 00
Nineteenth Ward	448 50
Twentieth Ward	733 00
Twenty-first Ward	533 00
Twenty-second Ward	727 00
Twenty-third	70 00
Twenty-fourth	1,049 46
Total for repairs, &c	$11,360 44

New apparatus	24,828 00
Repairs, &c., to old apparatus	11,360 44
Grand total	$36,188 44

JOHN DUNHAM,

Engineer.

REPORT

OF THE

Superintendent of the Nautical School.

School Ship "St. Marys,"
New York, December 31, 1874.

To the Honorable Board of Education:

Gentlemen—The necessity of educating boys for a sea faring life, to supply the growing want of good seamen, has long been recognized, and the question of establishing a school for that purpose has, for several years past, engaged the attention of prominent members of the Board of Underwriters, of the Chamber of Commerce, and of gentlemen interested in the shipping interests of New York.

Through their influence, an act was passed on the 24th of April, 1873, by the New York State Legislature, authorizing and directing the Board of Education of the City and County of New York to "provide and maintain a Nautical School in said city, for the education and training of pupils in the science and practice of navigation," and authorizing the Chamber of Commerce of New York "to provide for and appoint a committee of its members to serve as the Counsel of the Nautical School."

In compliance with this Act, the Board of Education, on the 30th of April, 1873, appointed an Executive Committee of five of its members, who were charged with the duty of carrying into effect the provisions of the law.

Captain S. B. Luce, of the United States Navy, an officer who had made a special study of the subject of educating and training seamen, in this and in foreign countries, and who, from his high professional attainments, was particularly fitted for the work, was requested by the committee to advise and consult with them. The selection of Captain Luce was made at the suggestion of Admiral J. L. Worden, U. S. Navy, then the Superintendent of the U. S. Naval Academy, to whom the Committee had applied for advice on the subject of organizing the school.

Various plans were fully and carefully discussed by the Committee, and it was finally deemed essential that the school should be on shipboard.

Application being made to the Navy Department for the use of a government vessel, the Secretary declined assigning one to that duty, on the ground of want of legal authority so to do.

To remove this obstacle, Congress in an act, approved June 20th, 1874, provided " that the Secretary of the Navy is authorized and empowered to furnish, upon the application in writing of the Governor of the State, a suitable vessel of the Navy,

* * * * * * *

to be used for the benefit of any Nautical School, or school or college having a nautical branch, established at each or any of the ports of New York, Boston, Philadelphia, Baltimore, Norfolk and San Francisco."

The same act authorizes the President of the United States to detail naval officers as superintendents of, or instructors in such schools.

Under this law, and at the request of his Excellency, Governor Dix, the U. S. Ship "St. Marys" was selected by the Hon. Secretary of the Navy as the School Ship at the port of New York, and was ordered to be fitted out at the Boston Navy Yard for that special service.

The repairs and alterations, so far as they were made at the Government yard, were completed. The ship sailed from Boston on the 8th inst., and on the 10th arrived at her present berth; on the same day she was transferred by Captain Luce to Commissioner David Wetmore, the Chairman of the Executive Committee on Nautical Schools, who represented the Board of Education.

Since her arrival at New York, the work of adapting her to the uses of a School Ship has been progressing, and it is believed that at an early date she will be ready for the reception of students.

In addition to the undersigned Superintendent, the following officers of the Navy were appointed by the Board of Education to fill the positions opposite their respective names, and having been detailed by the Navy Department, are now on duty, viz:

Lieut.-Comd'r Geo. H. Wadleigh, Executive Officer; Lieut. Geo. W. De Long, Senior Instructor; Lieut. Wm. H. Jaques. Instructor; Passed Asst. Surgeon D. C. Burleigh, Surgeon and Instructor.

The crew authorized by the Executive Committee numbers seventeen, classified as follows :

4 Stewards and Cooks.
2 Boatswain's Mates.
1 Carpenter's Mate.
1 Sailmaker's Mate.
2 Firemen.
1 Master-at-Arms.
1 Ship's Corporal.
1 Captain of Hold, and
4 Seamen.

Respectfully submitted,

R. L. PHYTHIAN,

Superintendent N. Y. N. S.

ANNUAL REPORT

OF THE

TRUSTEES

OF THE

College of the City of New York

FOR THE

YEAR ENDING JULY 1, 1874.

REPORT.

To the Regents of the University of the State of New York:

The Trustees of the College of the City of New York submit the following report for the Collegiate year ending on the 25th day of June, 1874, containing a just and true statement of facts, showing the progress and condition of the College during and at the close of the year, in respect to the several subject matters following, viz:

I.—Trustees.

The following is a list of the Trustees of the College, with their respective places of residence, who held office the 25th day of June, 1874.

William H. Neilson, *President*.....No. 142 Madison avenue.
Eugene Kelly.....No. 43 West Fifty-first street.
*Robert Hoe.....No. 111 East Sixteenth street.
James W. Farr.....No. 11 St. Luke's place.
Andrew J. Mathewson.....No. 647 Hudson street.
Albert Klamroth.....No. 64 St. Mark's place.
James M. Halsted.....No. 18 West Seventeenth street.
Rufus G. Beardslee.....No. 47 West 55th street.

*Resigned. Lawson N. Fuller, cor. 10th ave., and 155th st., appointed in place of Robert Hoe.

Jacob D. Vermilye.....No. 258 Fourth avenuue.
John C. Brown.....No. 36 East Thirty-seventh street.
Henry P. West.....No. 155 Grand street.
Ferdinand Traud.....No. 228 East Forty-eighth street.
David Wetmore.....No. 119 Lexington aveuue.
David F. Baker.....No. 138 West Forty-Fourth street.
William Dowd.....No. 168 West Twenty-second street.
Samuel P. Patterson.....No. 61 Third street.
Joseph Seligmân.....No. 26 West 34th street
Charles V. Lewis.....No. 71 Hudson street.
Albon P. Man.....No. 106 East Thirtieth street.
Randolph W. Townsend.....No. 18 East Seventy-third street.
Edward O. Jenkins.....No. 137 West Forty-fourth street.
Alexander S. Webb No. 15 Lexington avenue.
Lawrence D. Kiernan, *Secretary of Board of Trustees*..No. 230 East 35th street.

During the Collegiate year the Board of Trustees held ten stated and four special meetings, duly convened, for the transaction of business.

II.—Number and Description of Professorships.

The Professorships in the College during the past year were the following:

1. A Professor of Philosophy.
2. A Professor of English Language and Literature.
3. A Professor of Latin Language and Literature.
4. A Professor of Greek Language and Literature.
5. A Professor of French Language and Literature.
6. A Professor of German Language and Literature.
7. A Professor of Spanish Language and Literature.
8. A Professor of History and Belles-Lettres.
9. A Professor of Mathematics.
10. A Professor of Mechanics, Astronomy and Engineering.

11. A Professor of Chemistry and Physics.
12. A Professor of Natural History, Physiology and Hygiene.
13. A Professor of Descriptive Geometry and Drawing.

III.—Faculty and other Officers.

The Faculty of the College consisted of the President and fourteen Professors; the other persons charged with the duty of giving instruction during the year were seventeen Tutors and one Special Instructor in Elocution.

The following list shows the names of all persons employed in the College during the year, and the salaries paid to each of them:

Alexander Stewart Webb, LL. D., President..... ...$5,750 00
Jean Roemer, LL. D., Vice President and Professor of French Language and Literature 5,250 00
Augustin Jose Morales, LL. D., Professor of Spanish Language and Literature..... $4,750 00
Gerardus Beekman Docharty, LL. D., Professor of Mathematics and Secretary of the Faculty..... 4,750 00
Charles Edward Anthon, LL. D., Professor of History and Belles-Lettres..... 4,750 00
John Graeff Barton, LL. D., Professor of English Language and Literature. 4,750 00
Robert Ogden Doremus, M. D., LL. D., Professor of Chemistry and Physics..... 4,750 00
Herman J. A. Koerner, Ph. D., Professor of Descriptive Geometry and Drawing..... 4,750 00
Adolph Werner, M. S., Professor of German Language and Literature 4,750 00
John Christopher Draper, M. D., LL. D., Professor of Natural History and Physiology..... 4,750 00
Alfred George Compton, A. M., Professor of Mechanics, Astronomy and Engineering..... 4,750 00
George Washington Huntsman, A. M., Professor of Philosophy..... 4,750 00

Charles G. Herbermann, Ph. D., Professor of Latin Language and Literature, Librarian..... 4,750 00
Jesse A. Spencer, S. T. D., Professor of Greek Language and Literature..... 4,750 00
David B. Scott, A. M., Professor and Principal of the Introductory Class..... 4,750 00
Benjamin Arad Sheldon, A. M., Tutor in Mathematics..... 2,500 00
Casimir Fabregou, Tutor in French..... 2,500 00
James Godwin, A. M., Tutor..... 2,500 00
Solomon Woolf, A. M., Tutor..... 2,500 00
James Knox, A. M., LL. B., Tutor..... 2,500 00
FitzGerald Tisdall, Jr., A. M., Ph. D., Tutor..... 2,500 00
James Edward Morrison, A. M., LL. B., Tutor in History and Belles Lettres..... 2,500 00
Charles Roberts, Jr., A. M., LL. B., Tutor..... 2,500 00
Ernest Fiston, A. M., Tutor in French..... 2,500 00
William Stratford, A. M., M. D., Ph. D., Tutor..... 2,500 00
Eustace Whipple Fisher, A. M., M. D., Tutor in English..... 2,500 00
Edward Ellice Burnet, A. M., Tutor in English..... 2,500 00
William G. McGuckin, A. B., Tutor, (Sec'y, $500)..... 1,800 00
John R. Sim, A. B., Tutor, (Ass't Sec'y, $250)..... 1,800 00
Charles A. Walworth, LL. B., Tutor in Book-keeping, Phonography, &c..... 2,500 00
Hugo R. Hutten, Tutor in German..... 2,500 00
Joseph E. Frobisher, Special Instructor in Elocution..... 2,000 00
Asa W. Wilkinson, M. D. Assistant to the Professor in Chemistry.... 2,500 00
Robert W. Cana, Deputy Librarian and Registrar..... 2,000 00
Charles Wolfe, College Mechanician..... 1,500 00
John Bonney, Janitor..... 1,200 00
Dennis Leavy, Janitor and Engineer..... 1,200 00
Laboratory Boy..... 240 00

IV.—Number of Students.

The whole number of students, undergraduates in said College, during said year, was:

Whole number in the Introductory Department 592
" " " four Collegiate Classes..... 332

Left or dismissed from Introductory Department, for various reasons	213
" " " the four Collegiate Classes, for various reasons	64
Graduated June 25, 1874	35

During the collegiate year leave of absence was granted to twenty-five students on the ground of ill-health.

V.—Classification of Students for Ensuing Year.

1. In the Senior Class	34
2. In the Junior Class	61
3. In the Sophomore Class	99
4. In the Freshman Class	179
5. In the Introductory Department, Collegiate Course	281
" " , Commercial Course	320
Total	974

VI.—Academic Degrees.

The following are the names of those who received Academic Degrees at the last Commencement:

BACHELORS OF ARTS.

George McCague Baker,
Thomas William Busche,
Wayland Carlin,
Walter Demarest,
Warren Rogers Dix,
Isaac Fromme,
Samson Lachman,
Wallace Foster Lyons,
Henry Hubbell Man,
Charles Adams McCreery,
Frederick Gephart Reighley,
Ferdinand Shack,
William Stoddard,
Merton Gay Swart,
Richard Leland Sweezy,
Daniel Van Pelt,
Thomas William Weeks,
Franklin Schermerhorn Wilson.

BACHELORS OF SCIENCE.

John Sherman Battell, A. B.,
Maurice Hirsch Baumgarten,
Henry Meyer,
Charles Richard,

Adolph Cohen,
Joseph Eastman,
Joseph Goldbacher,
Eugene Francis Joseph Gutgsell,
Axel Olaf Ihlseng,
Samuel Kahn,
William Tompkins Rodenbach,
Charles Wesley Rush,
Ferdinand Shack,
Ivin Sickles,
William James Underwood, Jr.,
Daniel Van Pelt,
Richard P. Williams, Jr.

MASTERS OF ARTS.

Rev. John Teas, A. B.,
J. J. Frank, A. B., B. S.,
Rev. Martin Summerbell, A. B.

VII.—College Terms and Sessions.

There were two College Terms. The first term began on the third Wednesday of September, and ended on the thirtieth of January. The second term began on the second of February, and ended on the twenty-fifth of June.

VIII.—Subject and Course of Studies.

There are two courses, Ancient and Modern, differing only in the languages studied. The following are the subjects studied in each year.

INTRODUCTORY STUDENTS.

During the collegiate year the introductory students who pursued the Ancient Course studied Harkness' Latin Grammar (through Syntax), and parts of four books of Cæsar's Commentaries, with several exercises in Latin Prose Composition; Docharty's Algebra and Geometry; Linear Drawing; Elementary Chemistry and Physics (by Lectures); Natural History; Anatomy and Physiology; Outlines of Universal and English Gram-

mar; English Prosody, with Applications; Fowler on Etymology; Exercises in Poetry; and Original Compositions.

Those who pursued the Modern Course studied, instead of Latin, Vannier's Spelling and Pronunciation; Robertson's Grammar; and portions of Roemer's Polyglot and Elementary Readers.

The Commercial Students pursued French as above, or German through Ahn's Method, Part I; Penmanship; Book-Keeping; Elementary Phonography; Commercial Arithmetic, Geometry; and English in part as above, for one term.

FRESHMAN CLASS.

The studies of this class were Sallust's Cataline, Cicero's Oration for the Manilian Law, Latin Grammar, Prosody and Versification, Greek Praxis and Grammar, and translations from the Jests of Hierocles, Dialogues of Lucian and Æsop's Fables; Outlines of Universal History; Geometry, Plane-Trigonometry and Mensuration; Descriptive Geometry, Shades, Shadows and Perspective; Anatomy, Physiology, Hygiene, Botany and Zoology; Fowler's English Grammar, Shaw and Tuckerman's American Literature, Craik's English of Shakespeare, and Chaucer, with Etymological Exercises, and Original Composition in English.

The Modern Course students, instead of Latin and Greek, studied in French, French Grammar, and translations from Roemer's Second French Reader; a portion of them in Spanish, Spanish Grammar, and translations from Iriarte's Fables, and a portion of them in German, Glaubensklee's Grammar and Reader.

SOPHOMORE CLASS.

In this class the studies were Virgil's Æneid and Livy; Xenophon's Anabasis and Memorabilia; Ancient Geography; Rhetoric; Composition; Declamation; Outlines of Universal History; English Synonyms; English Literature; Differential and Integral Calculus; Physics, Drawing, Ornamentation, Logic and Moral Science.

The Modern Course Students, instead of Latin and Greek, studied, in French, translations from French Reader; Moliere's Bourgeois Gentilhomme; Les Femmes Savants; Racine's Esther; Erckmann-Chatrian's Conscrit; translations from English into French; a portion of them in Spanish, translations from Quintana, Moratin, and Ascargorta; a portion in German, Glaubensklee's Grammar and Reader.

JUNIOR CLASS.

In this class the studies were Tacitus and Horace's Odes and Satires, Homer's Iliad and Demosthenes' Orations, with Greek Prose Composition, Intellectual Philosophy, Logic, Composition and Oratory, Universal Literature, English Language and Literature, Differential and Integral Calculus, Acoustics, Optics, Physics and Zoology.

The students of the Modern Course, instead of Latin and Greek, studied in Spanish, Moratin's Comedies, Don Quixote, Spanish Grammar, and translations from English into Spanish.

SENIOR CLASS.

The students of the Ancient Course take either French,

Spanish, or German, as they may elect, during their senior year, and study, in addition, Thucydides, Plato, Sophocles, Metaphysics, Political Economy, Constitution of the United States, International Law, Spherical Astronomy, History of Universal Literature, Composition and Oratory, Analytical Mechanics, Chemistry, Geology, and Lectures on Æsthetics.

The students of the Modern Course, who chose Latin, studied Harkness' Latin Grammar, and selections from Cæsar, Sallust, Cicero and Virgil.

The students of the Ancient Course who selected French, studied Robertson's French Grammar, and Roemer's First and Second French Readers.

Those who chose Spanish, studied Spanish Grammar and Reading, Don Quixote, and Moratin's Comedies.

Those who chose German studied Whitney's Grammar, Whitney's Reader, and Wallenstein.

The students of the Modern Course studied Oltrogge's Reader, Wallenstein, and Whitney's Grammar.

IX.—Exercises.

The students of the three higher collegiate classes have regular exercises in composition and oratory. The public exhibitions are four in number:—the Junior Exhibition, consisting of original orations by members of the Junior Class; the Prize speaking, consisting of declamations of selected pieces by three members of each of the three highest classes; the Prize Debate by

members of the two literary Societies; and the Commencement.

X.—Examinations.

There are two examinations—one at the close of the first term, at which there is a general review of the several studies, and the other at the close of the year, when students are promoted or rejected. The examinations are partly oral and partly written.

XI.—Mode of Instruction.

Text-books are used in all departments except that of Drawing and the Fine Arts, in which the instruction is by lectures and models.

In most of the departments lectures are delivered in addition to the lessons learned from the books.

XII.—Discipline.

Ordinary negligence and misbehavior are punished by demerit marks, which lower a student's standing in his class at the end of the term. In some cases students are reprimanded by the President, or by the President before the Faculty, and may be suspended, or dismissed.

XIII.—Statutes or By-Laws.

A copy is transmitted with this report.

XIV.—Description and Value of College Buildings.

The building devoted to the use of the four upper classes of the College contains twenty recitation rooms, two lecture rooms,

two drawing rooms, one chapel, one library of three rooms, one laboratory, one office for the President, apartments for the Janitor, and several store rooms. The value of the buildings and grounds is estimated at $150,000.

The building used by the Introductory Class contains eleven recitation rooms, an Assembly room, a room and office for the Principal, and store rooms in the basement. The value of the building and furniture is 40,000.

The Library contains eighteen thousand volumes of well-selected works; the estimated value is placed at about $40,000.

During the past year two of the three rooms have been added to the Library, and a complete rearrangement of the books has been made. A new catalogue will be published in the course of the year. The Library is in excellent order.

The repository contains nine thousand five hundred text-books. Estimated value, $16,000.

LABORATORY.

The Laboratory is provided with the necessary apparatus of glass and porcelain, and with such chemical preparations as may be required by the Professor having charge of the department.

The collection of apparatus illustrating the principles of mathematical, physical and mechanical science is estimated at about $22,000, and the Cabinet of Natural History at $3,000.

The architectural models and casts from the antique used by the Drawing Department are estimated at $3,000.

Summary of Estimated Values.

Buildings and ground	$190,000
Library	60,000
Apparatus of all kinds	22,000
Cabinet of Natural History, Models, etc.,	3,000
Casts, Models, etc., in Art Department	3,000
Total	$278,000

XV.—Description and Value of other College Property.

Holbrook Library Fund	$ 5,000
Grosvenor Library Fund, see account No. 16	30,000
Pell Medal Fund	500
Burr Medal Fund	500
Cromwell Medal Fund	500
Riggs Medal Fund	1,000
Ward Medal Fund, (a mortgage for)	1,000
Kelly Medal Fund (bond for)	1,000
Claflin Medal Fund	1,250
	$40,750

XVI.—Revenues and Expenditures.

Receipts and Expenditures for the purposes of the College of the City of New York, from 1st of July, 1873, to the 1st of July, 1874.

RECEIPTS.

Balance of cash with the Chamberlain per last report	$ 195 36	
Balance of the $125,000 of the fund of 1873, retained by the Comptroller	66,125 00	
Amount of the pay-rolls, bills, etc., forwarded to the Comptroller for payment from 1st of January to date	95,851 09	
Total		$162,171 45

PAYMENTS.

Salaries of the Faculty and other employes	$128,815 86	
Scientific Apparatus, Chemicals, etc	4,081 44	
Repairs of Buildings, Furniture, etc	12,284 98	
Books and Supplies for the Students	6,548 81	
Incidentals, Printing, Expenses of Commencement and other public exhibitions, Fuel, Gas, Insurance, Labor, etc., etc	10,385 88	
Total		$162,116 47
Balance		$54 98

Receipts and Expenditures of the Grosvenor Fund for the year ending the 1st of July, 1874.

Balance on hand 1st July, 1873	$3,301 11	
Interest on bonds and mortgages	2,065 00	
Interest on deposits from Union Trust Company	286 80	
Total		$5,652 91

PAYMENTS.

Sundry bills for Library Books, by Executive Committee	2,950 08
Balance in Merchants' National Bank	$2,702 83

July 1, 1874.

MEDAL FUNDS.

Kelly Medal: Soldier's Bounty Bond, No. 41, due 1st Nov., 1885, 6 per cent	$1,000 00
Accumulated interest in bank	90 00
Pell Medal: City Revenue Bond, No. 99, due 1st Dec., 1874, interest at 6 per cent	500 00

Statement of the Grosvenor Fund, bequeathed by Seth Grosvenor, deceased, the interest on which is to be applied for the purchase of library books.

Bond City of New York, due 1st December, 1874, interest at 6 per cent	$500 00
Bond and mortgage of J. Jennings and J. Brown, interest at 7 per cent	2,500 00
Bond and mortgage of J. R. Brady, interest 7 per cent	5,000 00
Bond and Mortgage of H. & T. O'Calligan, interest 7 per cent	15,000 00
Bond and mortgage of Charles Ely, interest 7 per cent	7,000 00
	$30,000 00

At a meeting of the Board of Trustees of the College of the City of New York, held December 2d, 1874, it was ordered that the foregoing report be properly authenticated by the Chairman and Secretary of the Board, under the seal of the College, and transmitted to the Board of Regents of the University of the State of New York.

WILLIAM H. NEILSON,

Chairman of the Board of Trustees.

L. D. KIERNAN,

Secretary.



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New York(city). Education,Board of
Annual report...
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